



# Chapter 1

## Data representation

### Key Vocabulary

Axe	المحور
Bar graph	التمثيل البياني بالأعداد
Centimeter	سنتيمتر
Check list	قائمة التحقق
Estimate	تقدير
Evaluation	التقييم
Greater than	أكبر من
Head	رأس
Horizontal	أفقي
Increasing	الزيادة
Items	عناصر
Key	المفتاح
Length	الطول
Line	الخط
Measure	المقياس

Metre	متر
Millimeter	المليمتر
Number line	خط الأعداد
Number pattern	نمط الأعداد
Number plots	مخطط التمثيل بال نقاط
Numeral data	البيانات العددية
Pattern	النمط
Pictograph - Picture graph	التمثيل البياني بالصور
Preserverance	المثابرة
Refrences marks	العلامة المرجعية
Repeating	الكرار
Smaller than	أصغر من
Statistical signs	علامات الإحصاء
Table	الجدوا
Visual pattern	النمط البصري

### Content

Bakkar  
Self-Check

Bakkar  
Exercise  
on lessons

Exercise  
inspired from  
Math Journal

Exercise  
inspired from  
Discover

## Lesson

(1 , 2)

## The pattern - bar graph

## Activity 1 Notice the pattern :



## Hint

Replay the pattern



## Hint

The increasing of shapes in each pattern.

## Exercise 1 Notice and complete the pattern :



Option c: 10 , 20 , 30 , ..... , .....

Option d: 2 , 4 , 6 , ..... , .....

Option e: 5 , 10 , 15 , ..... , .....



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## Activities from Math Journal

## Activity 2 Notice the pattern then complete :



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Primary 3 - Term 1

## Chapter 1

**Exercise 2** Predict the number of oranges in the last figure :



The number

1



2



3



**Hint**

Add 1 orange each pattern

**Exercise 3**

Predict the number of bells in the last figure :



The number

1



3



5



**Hint**

Add 2 bells each figure.

**Exercise 4**

Complete the fourth :



The number

4



9

Math Journal

Journal

Math

BAKKAR

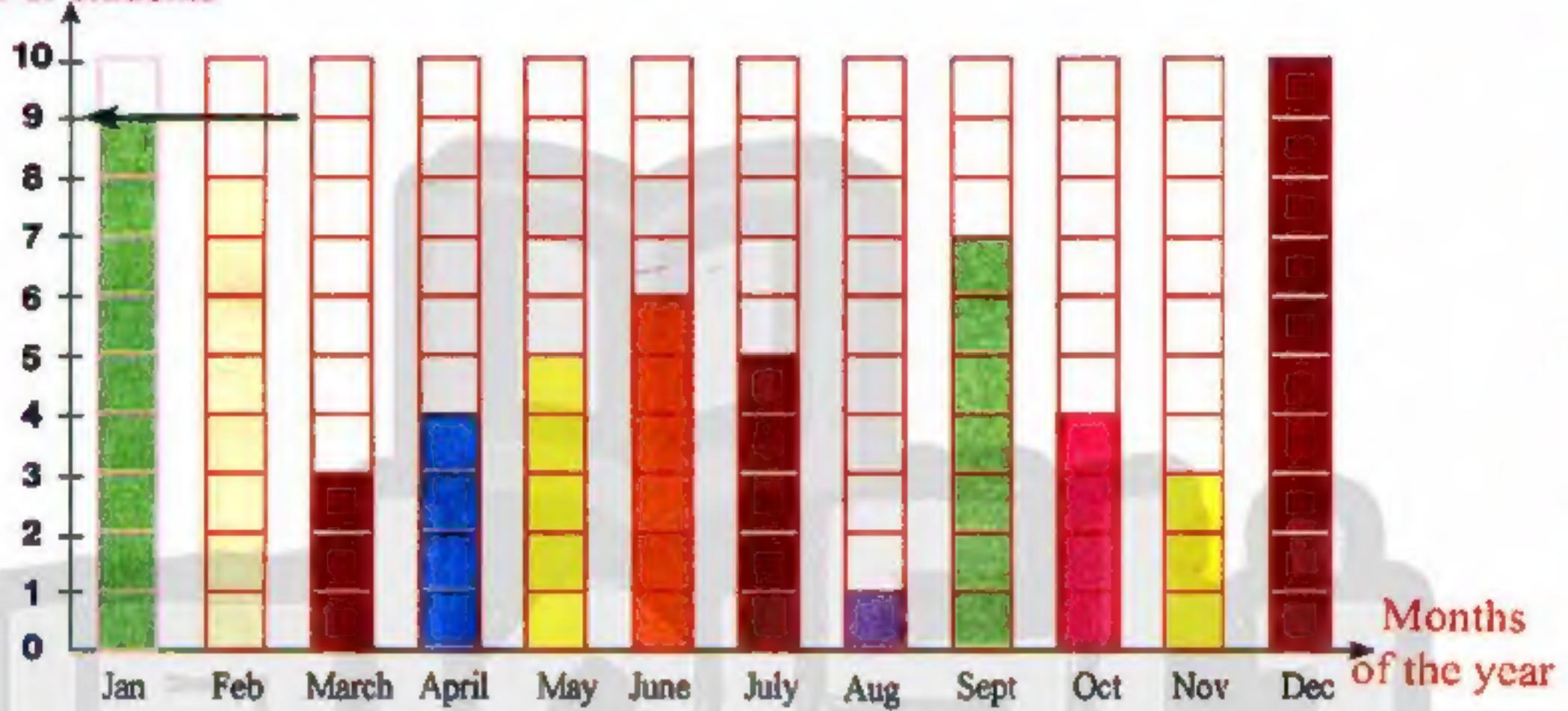
## Data representation

## Make a bar graph

## Activity 2

By asking some pupils about their birthdays and write the number of each month then represent it by bar graph :

Number of students



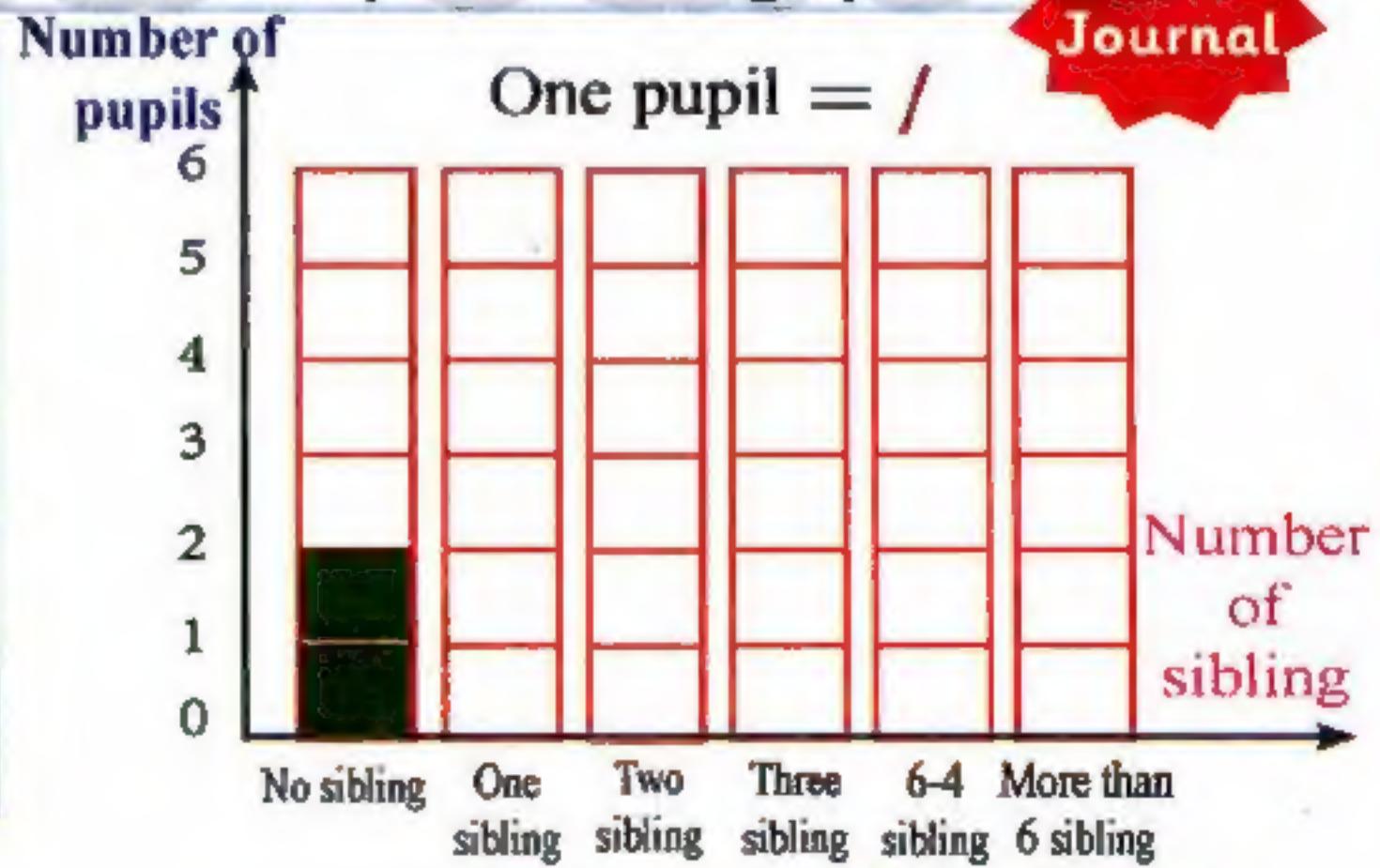
(a) Number of student whose birthday in march = \_\_\_\_\_

(b) The month which has the most number of births = \_\_\_\_\_

## Exercise 5

By asking some pupils about their siblings and write it at the table complete the bar graph :

Number of sibling	Number of pupils
No sibling	2
One sibling	4
Two sibling	3
Three sibling	5
sibling 6-4	3
More than 6 sibling	1



Math Journal

## Self - check on lesson (1, 2)

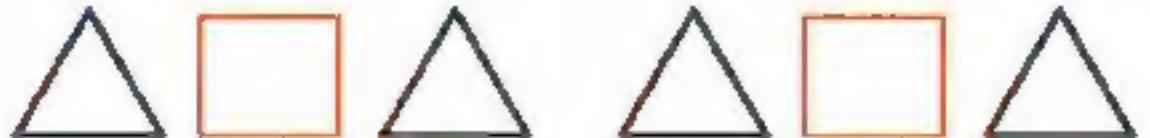
1

Notice the pattern and complete :

(a)



(b)



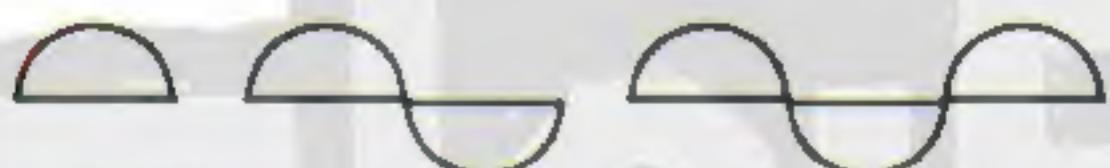
(c)



(d)

xy xyy xyyy

(e)



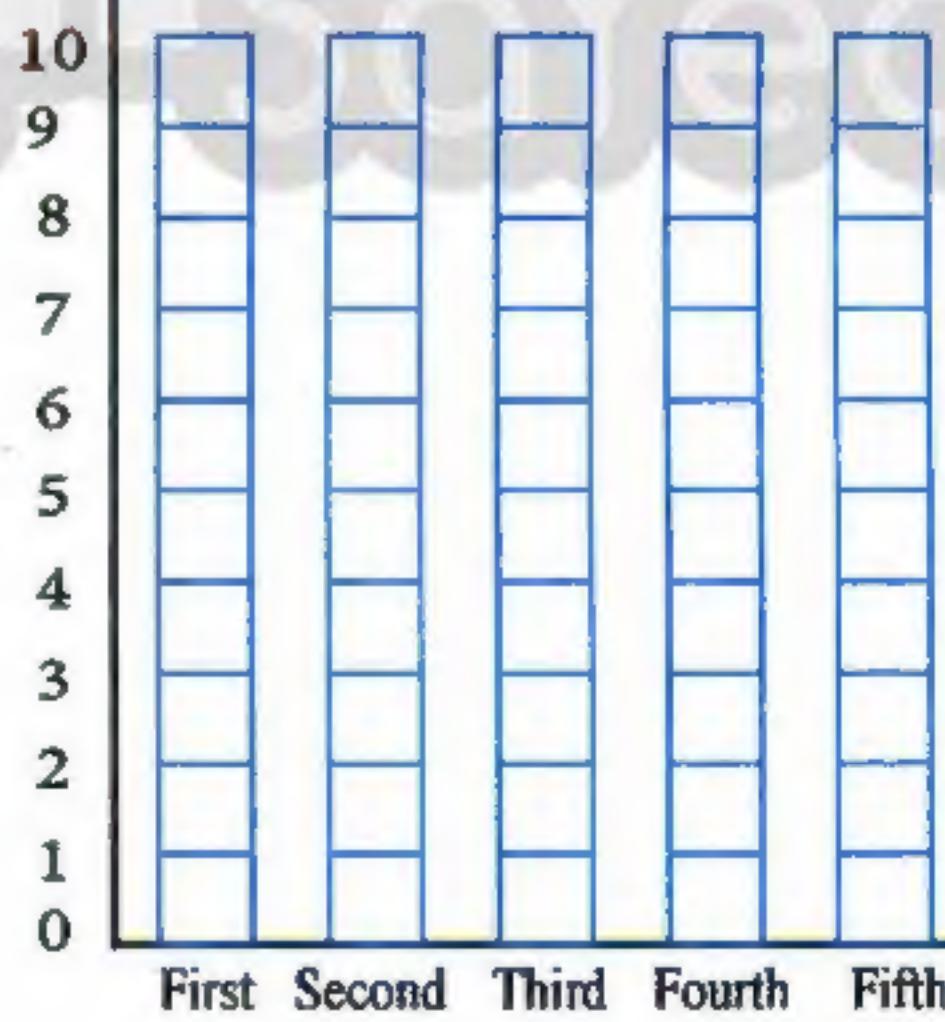
2

Complete the table and colour the bar graph :

pupil	Number of pieces	
First		.....
Second		.....
Third		.....
Fourth		.....
Fifth		.....

The number

One pupil = /



Bakkar Series

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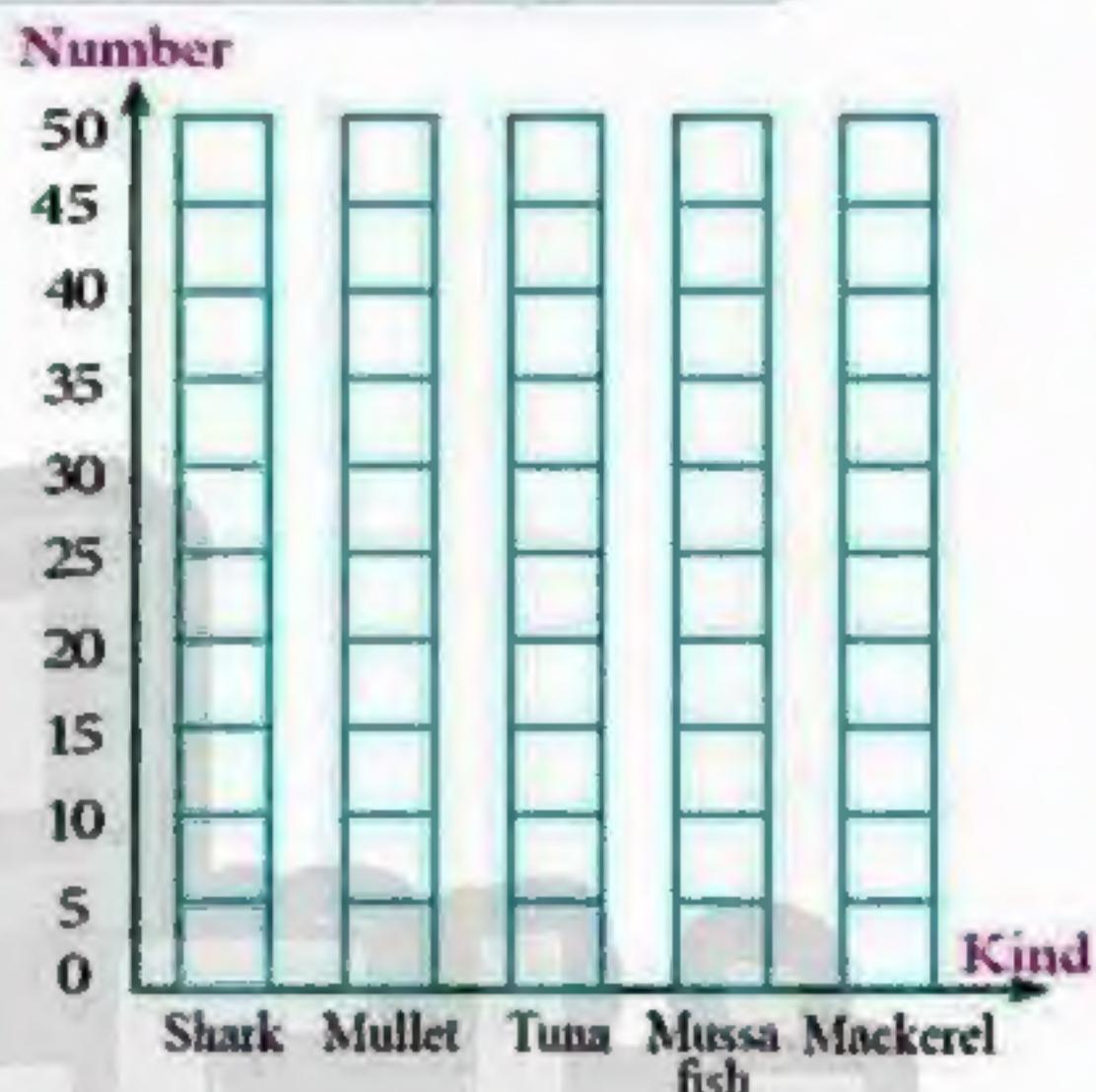
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## Data representation

3

The following table shows the numbers of some types of fish in a restaurant, draw the bar graph :

Kind of fish	Number of fish
Shark	.....
Mullet	.....
Tuna	.....
Mussa fish	.....
Mackerel	.....

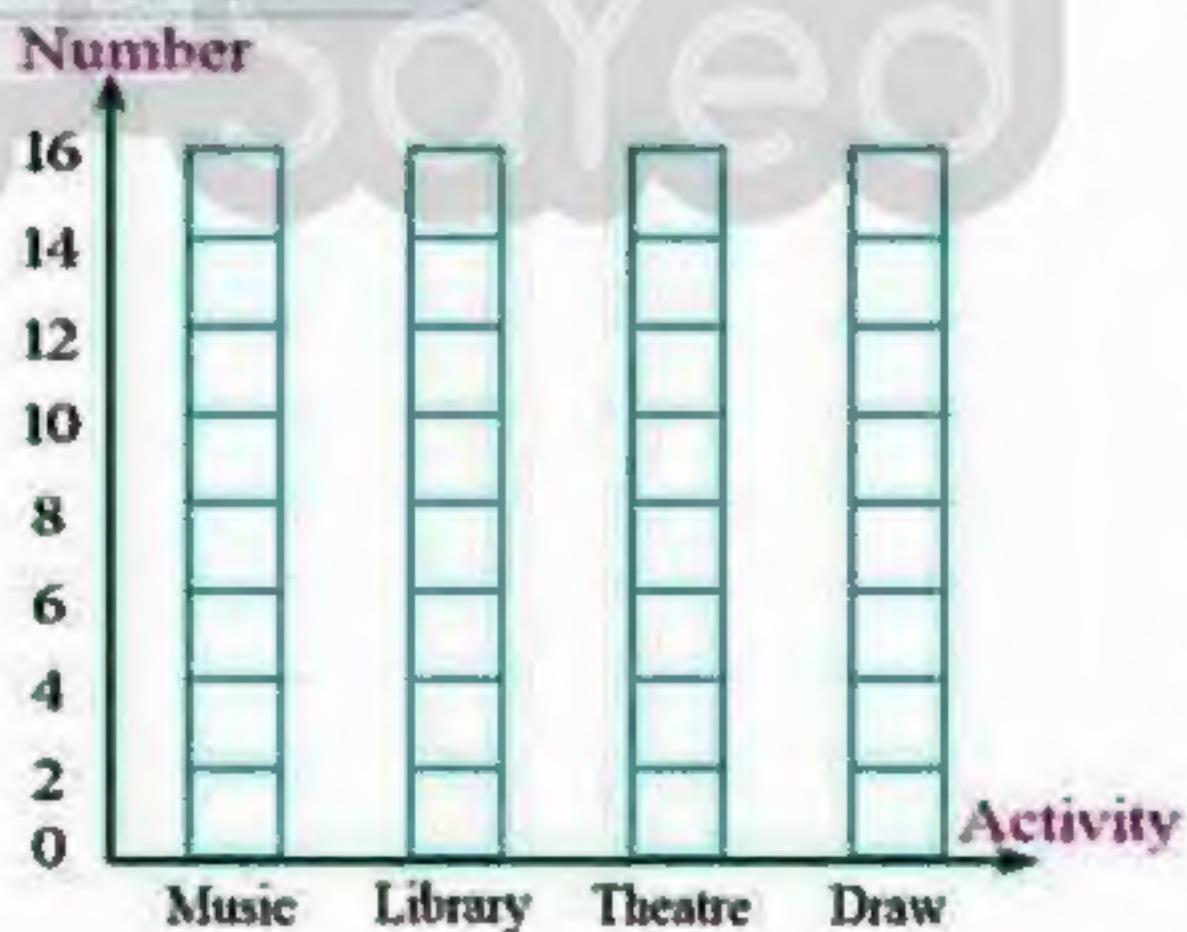


a How many tuna and sharks together ? .....

b What is the difference between the number of Tuna and Mussa? .....

4 From the table draw the bar graph :

Activity	Number
Music	.....
Library	.....
Theatre	.....
Draw	.....



- Arrange the activities in an ascending order :

30

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## Lesson

(3 , 4)

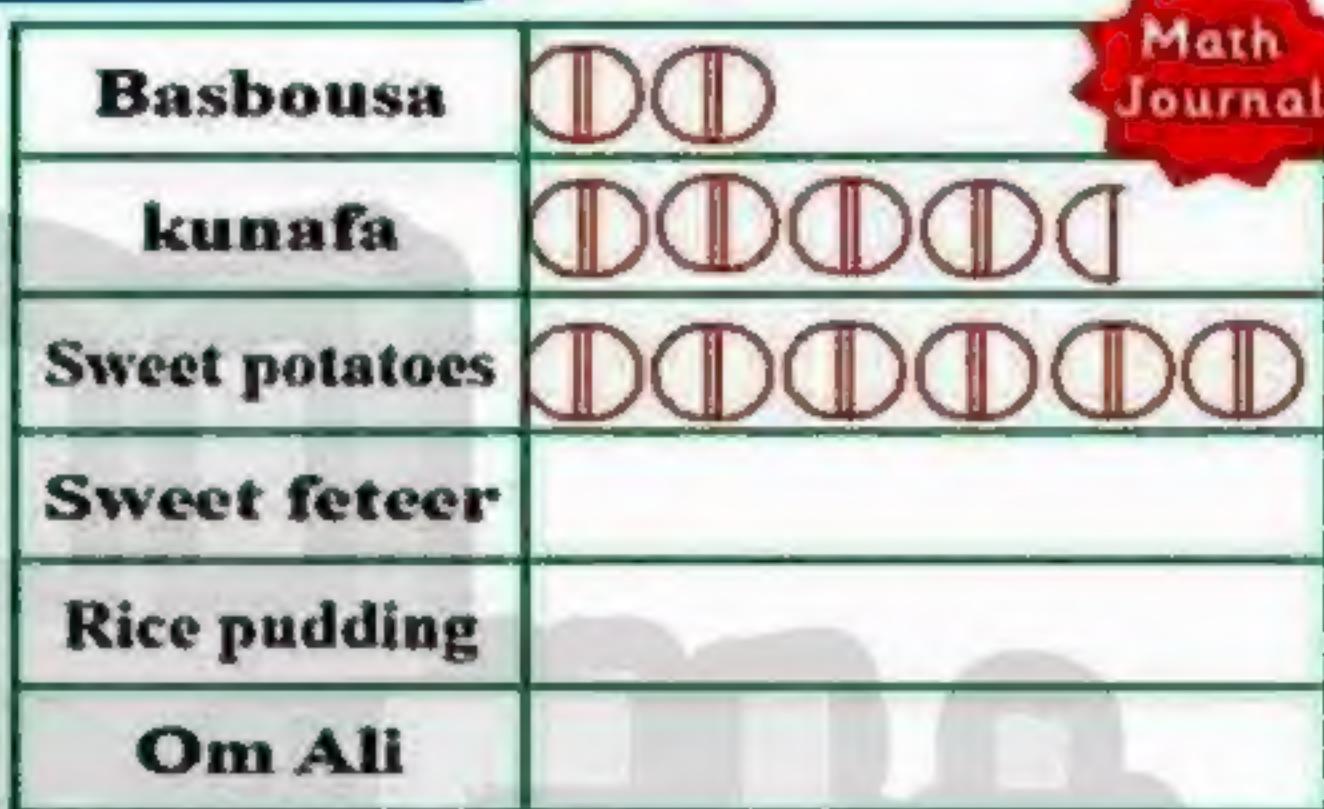
## Picture graph - line plots

## Activity



The teacher ask the pupils about there prefer sweet and from the following table , complete the picture graph :

My favorite desserts	
Basbousa	
kunafa	■■
Sweet potatoes	■■ ■■
Sweet feteer	
Rice pudding	■■■
Om Ali	■■■■



Key

○ = 2 pupils , □ = 1 pupil



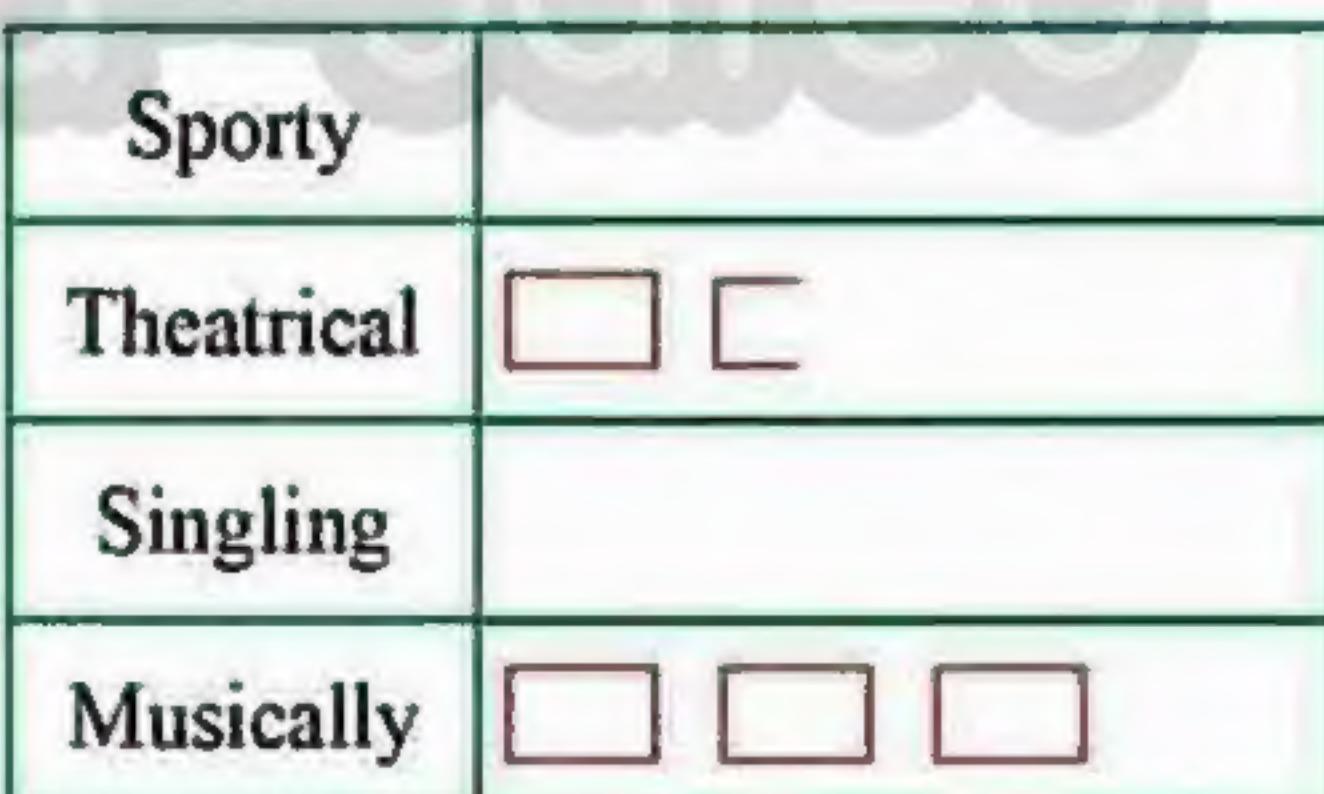
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## Exercise

1

Complete the picture graph :

Activity	Number of pupils
Sporty	
Theatrical	
Singling	■■
Musically	■■■



Key

□ = 2 pupils , □ = 1 pupil

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## Data representation

## The line plots

Exercise 2

Some boxes each has number of oranges write the number on the line plots :



# Line plots :

\*\* Start by the small number from the left .



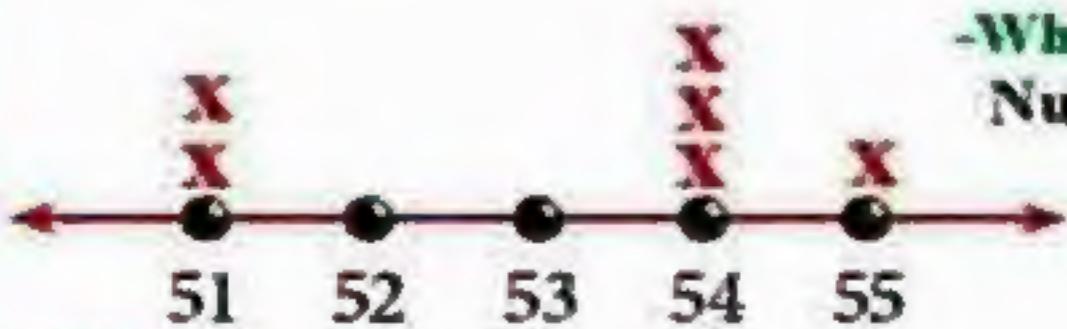
Exercise 3

Some bags each has a number of beans as shown complete the line plot using X :



X means 1 bag

Line plot of beans



-What is the number of bags what has 53 beans ?  
Number of bags .....

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## Chapter 1

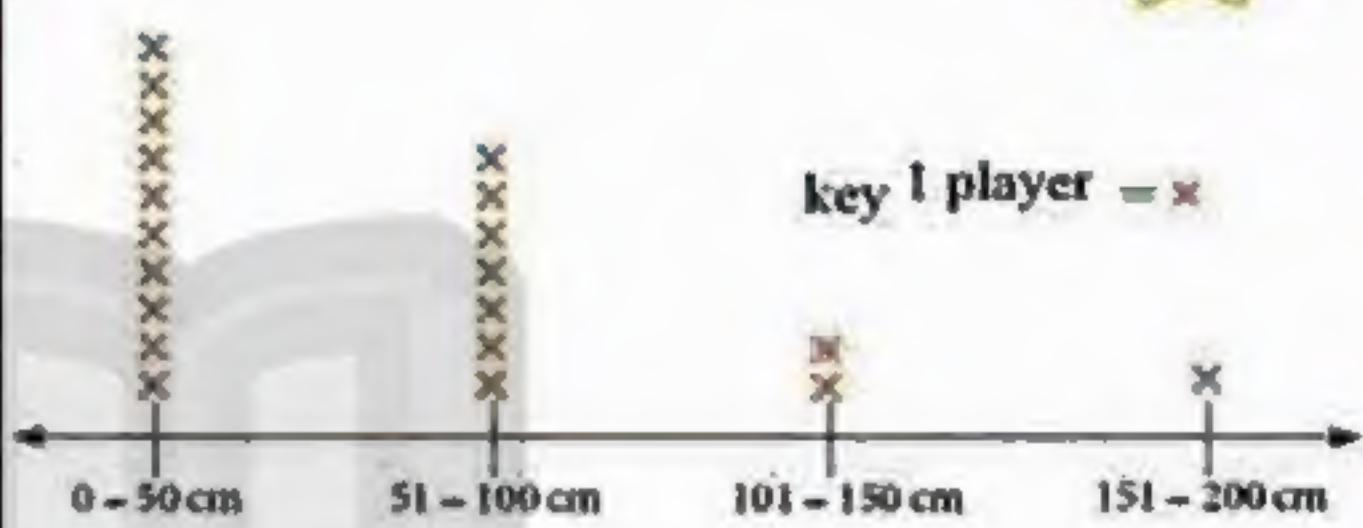
## Activity

2

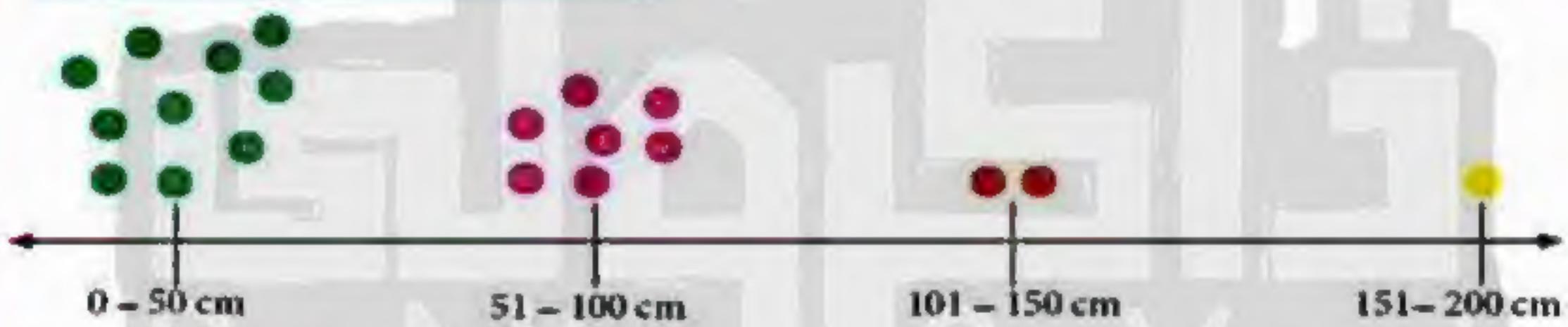
A number of players competed in a jumping competition, and the students recorded the height that each player reached when jumping in the following table :

Representation by ×

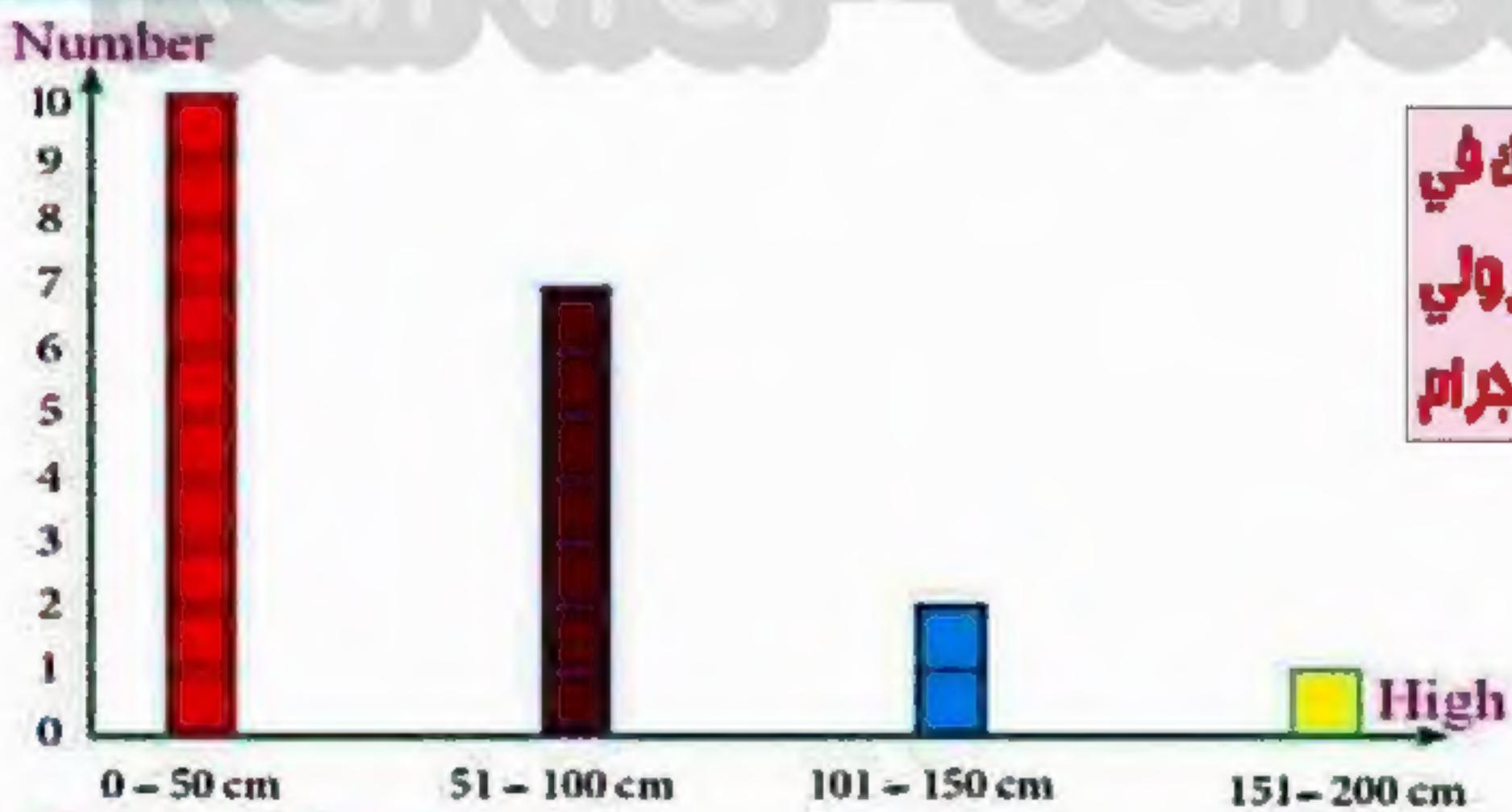
Height of jumping	Number of players
0 - 50 cm	10
51 - 100 cm	7
101 - 150 cm	2
151 - 200 cm	1



Dot representation



Bar graph



Bakkar Series

للتلاميذ  
في  
كتاب زاكرولي  
على نطيرة البرمجة

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## Self - check on lesson ( 3 , 4 )

1

Complete the following patterns :

(a)



(b)



(c)

**AB AABB**

2

Each bag contain a number of potatoes as shown .  
Complete the line plot use X for each number :



Line plots of potatoes



Complete :

(a) Number of all =

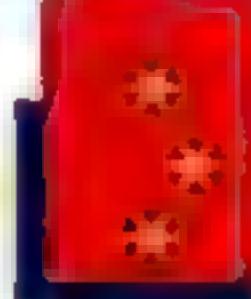
(b) Number of bags that has 83 potatoes =

34

**Primary 3 - Term 1**



## Chapter 1

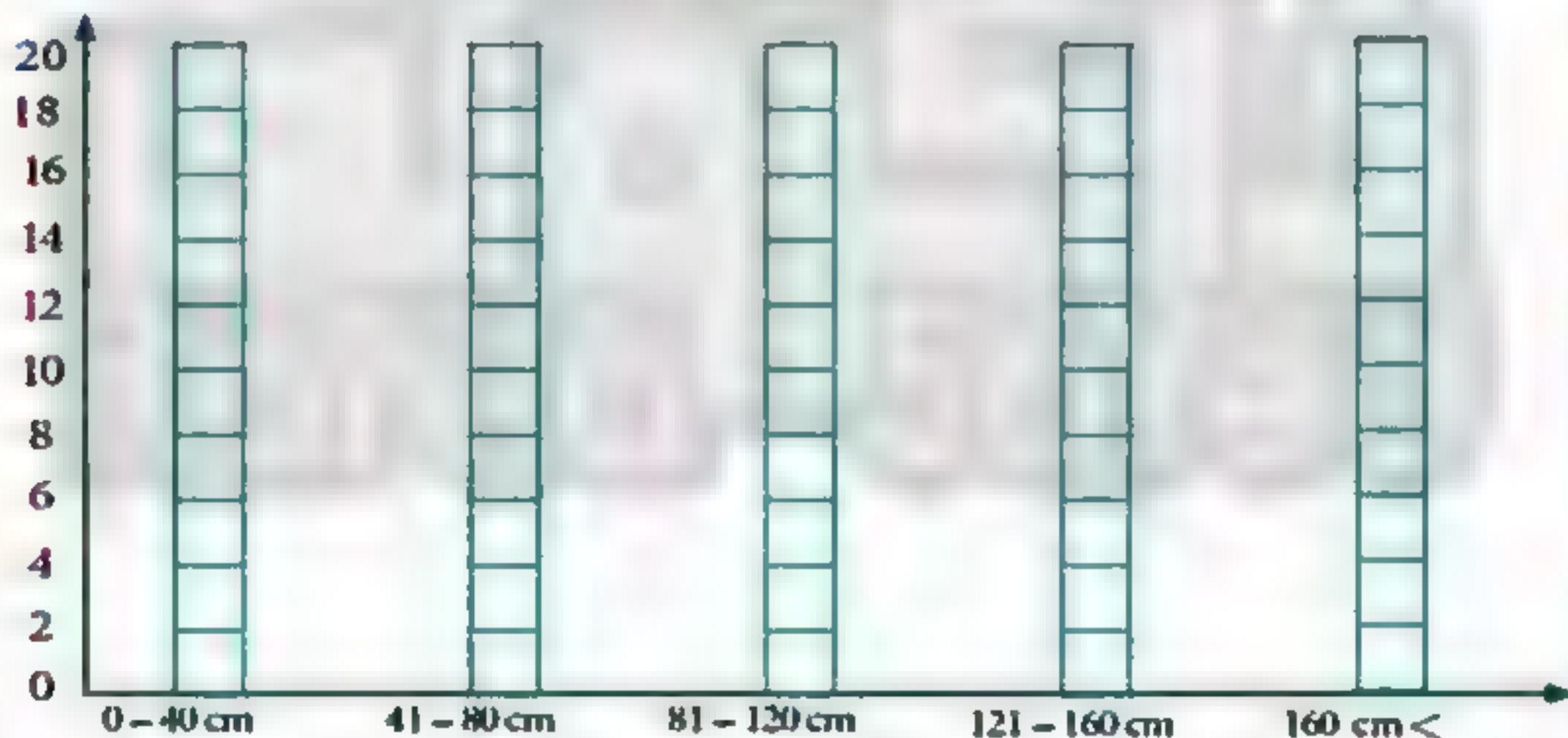


3

The answers of 52 pupils in your class recorded the distance that each of them jumped by placing the marks in the correct row in the next chart complete the data representation graph and answer the following :

Discover book

Jumping	Number of pupils
0 - 40 cm	
41 - 80 cm	
81 - 120 cm	
121 - 160 cm	
160 <	



- a How far has the most number of pupils scored ? \_\_\_\_\_
- b How far did the least pupils scored ? \_\_\_\_\_
- c How many students jumped 121 or more ? \_\_\_\_\_

Bakkar Series



## Lesson

(5 , 6 , 7)

Measuring Length using cm , m  
- Estimate the lengths .

Activity 1 Length of the students hand from wrist to middle finger :

**X** = One student



From the line plots complete :

- Number of Student who's hand length 11 cm = .....
- Number of Student who's hand length 14 cm = .....
- Number of Student who's hand length 15 cm = .....
- The Number of students who's hand length less than 13 cm =  $3+3+1=$  .....
- The Number of students who's hand length between 13 and 15 cm = .....

Exercise 1 Use ruler to find the length of the following :

- \_\_\_\_\_ cm

The order of the lengths from shortest to longest :

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Primary 3 - Term 1

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## Estimate the length



**Centimetre ( cm ) :** Used to measure the short lengths .

Example : the length of a pen 16 cm .



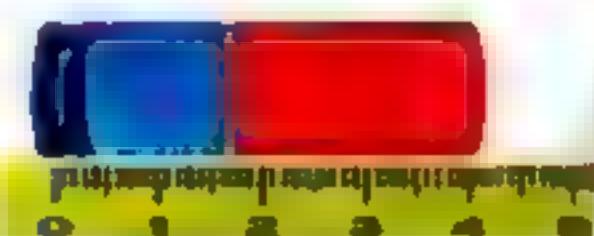
**Metre ( m ) :**

Example : the width of the road about 20 m the height of the building about 30 m .

## Activity

2

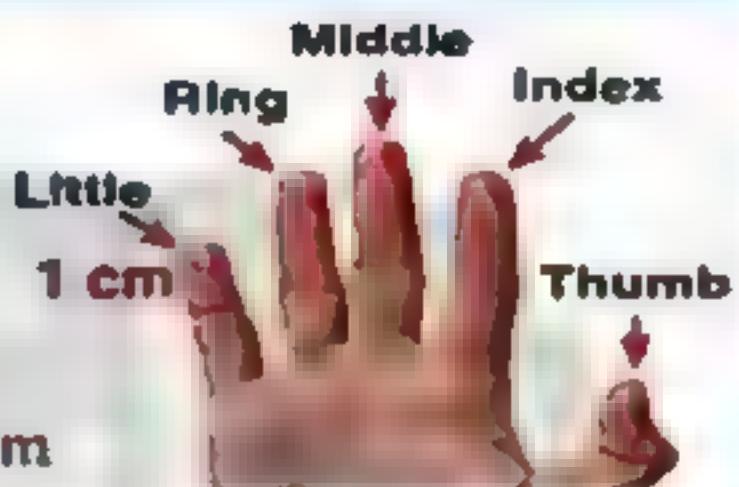
In each of the following read the measure on the ruler [ estimated length ] then write the actual length :



The actual = 4 cm



The estimate length about= 3 cm



a



the estimate ..... cm

the actually ..... cm

b



the estimate ..... cm

the actually ..... cm

## Exercise

2

Choose the estimated length :

- a The width of the road is ..... m ( 1 , 6 , 600 )
- b The length of Lamppost is ..... m ( 5 , 50 , 500 )
- c The length of my father car is ..... m ( 4 , 9 , 15 )
- d The length of piece cloth for my mother is ..... m ( 3 , 40 , 35 )

## Bakkar Series



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## Data representation

Exercise

3

Choose the suitable measurement unit :

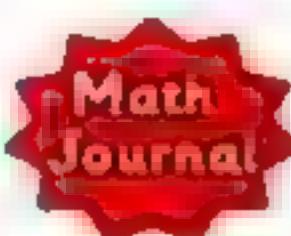


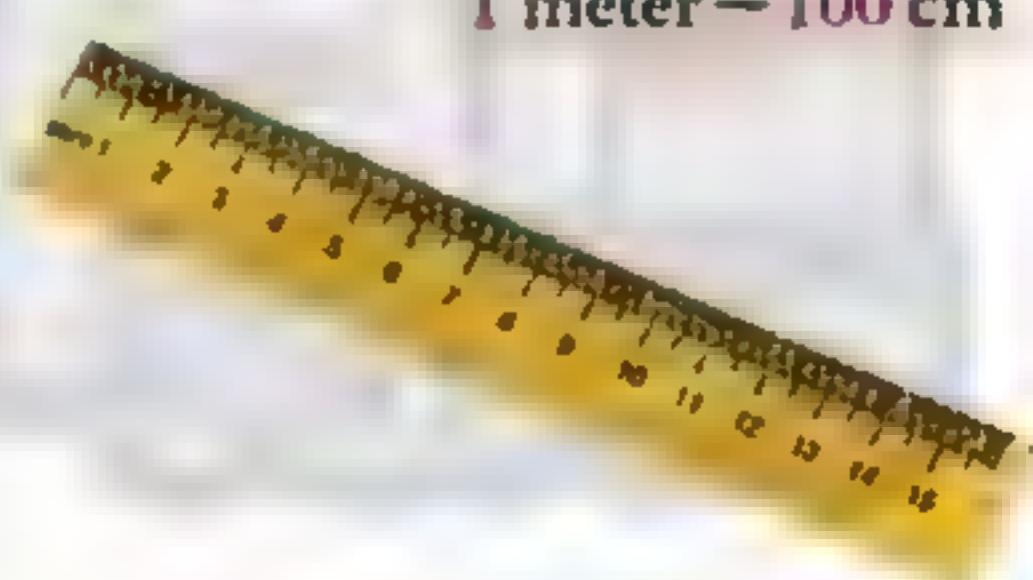
Image	Meters ( m ) or Centimeters ( cm )
	.....
	.....
	.....

Exercise

4

Complete as in (a) :

$$1 \text{ meter} = 100 \text{ cm}$$



- a)  $4 \text{ m} = 400 \text{ cm}$ .
- b)  $9 \text{ m} = \dots \text{ cm}$ .
- c)  $1 \text{ m} = \dots \text{ cm}$ .
- d)  $3 \text{ m} = \dots \text{ cm}$ .
- e) Half of meter = ..... cm.

Exercise

5

Complete as in the example :

Example :  $300 \text{ cm} = 3 \text{ m}$

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| a) $500 \text{ cm} = \dots \text{ m}$ | b) $600 \text{ cm} = \dots \text{ m}$ |
| c) $700 \text{ cm} = \dots \text{ m}$ | d) $400 \text{ cm} = \dots \text{ m}$ |
| e) $100 \text{ cm} = \dots \text{ m}$ | f) $900 \text{ cm} = \dots \text{ m}$ |

Primary 3 - Term 1

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Activity 3 | Arrange the following in an ascending order :

- a) 5 m , 3 m , 7 m , 2 m .

**Solution** The order : 2 m , 3 m , 5 m , 7 m

- b) 20 cm , 35 cm , 40 cm , 15 cm .

**Solution** The order : 15 cm , 20 cm , 35 cm , 40 cm

- c) 3 m , 200 cm , 5 m , 700 cm .

**Solution** 3 m = 300 cm , 5 m = 500 cm

The order : 200 cm , 3 m , 5 m , 700 cm .

Activity 4 | Answer the following :

- a) If Iyad is ( 1 m and half meter). What is his tall in centimetre ?

**Solution** : Iyad tall =  $100 + 50 = 150$  cm .

- b) Ahmed is 186 cm high , Mostafa is 181 cm high .

Find the difference between there high of them?

**Solution** : Ahmed height = 186 cm , Mostafa height = 181 cm

The Difference :  $186 - 181 = 5$  cm .

Exercise 6 | Answer the following :

Two pieces of cloth with 130 cm , 250 cm length Find :

- a) There sum

- b) There difference

**Solution** : a) the sum = ..... + ..... = ..... cm.

b) the difference = ..... - ..... = ..... cm.

## Bakkar Series



## Self - check on lesson ( 5 , 6 , 7 )

**1** Complete :

a)  $5 \text{ m} = \text{ } \text{cm}$

c)  $3 \text{ m} = \text{ } \text{cm}$

e)  $2 \text{ m} = \text{ } \text{cm}$

b)  $7 \text{ m} = \text{ } \text{cm}$

d)  $6 \text{ m} = \text{ } \text{cm}$

f)  $8 \text{ m} = \text{ } \text{cm}$

**2** Complete :

a)  $600 \text{ cm} = \text{ } \text{m}$

c)  $400 \text{ cm} = \text{ } \text{m}$

e)  $500 \text{ cm} = \text{ } \text{m}$

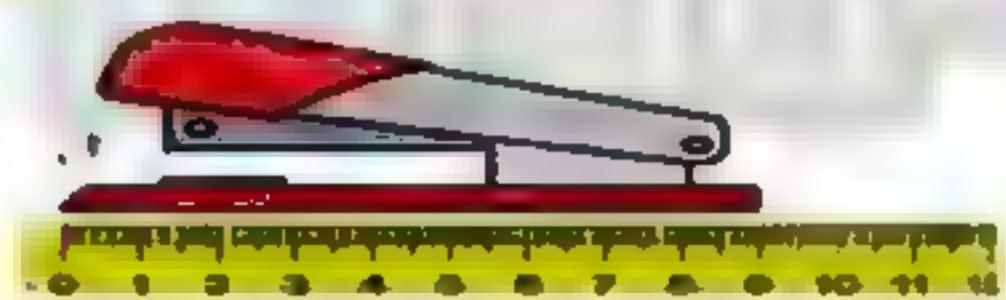
b)  $800 \text{ cm} = \text{ } \text{m}$

d)  $300 \text{ cm} = \text{ } \text{m}$

f)  $900 \text{ cm} = \text{ } \text{m}$

**3** Use the ruler to estimate the lengths then write the exact length :

a)



The estimation ..... cm

The exact ..... cm

b)



The estimation ..... cm

The exact ..... cm

**4**

Arrange from the longest to the shortest :

[ 3 m , 200 cm , 5 m , 700 cm ]

The order : ..... , ..... , ..... , .....

Primary (3) - Term 1

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## Chapter 1

5 Compare using [  $<$ ,  $>$ ,  $=$  ] :

- a) 300 cm ..... 2 m
- b) 50 m ..... 50 cm
- c) 100 cm ..... 300 cm

أنا جدد زاكرولي على  
لينسبوك  
لوكبر  
والعناب  
ليجرام

6 Answer the following :

- a) A car with ( 3 m and 20 cm length ). How long the width in cm ?

Solution : 3 m = ..... cm

The length = ..... + ..... = 320 cm .

- b) The width of the school door is ( 200 cm ).

How long the width in meter ?

Solution : The width = ..... m

7 Write the suitable measurement unit :



Image	Meter ( m ) or centimetre ( cm )
	.....
	.....
	.....

Bakkar Series



هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى.

## Lesson

( 8 , 9 , 10 )

## Millimetre

## Exercise

1

Measure the pieces of string and record their length the complete the line plot :

	String	Length in cm
a		..... cm
b		..... cm
c		..... cm
d		..... cm
e		..... cm
f		..... cm
g		..... cm
h		..... cm
i		..... cm
j		..... cm

اكتب ذاكرولي في البلاش وانضم لمجموعات ذاكرولي  
نه رياضي الاطفال للصف الثالث الاعدادي



Primary (3) - Term 1



## Chapter 1

## Millimeter



**Millimetre ( mm )** Used to measure the very short lengths .

**Example :** the thickness of nail is 3 mm .

$$1 \text{ cm} = 10 \text{ mm} \quad \text{or} \quad 1 \text{ cm} = 10 \text{ mm}$$

$$2 \text{ cm} = 20 \text{ mm} \quad , \quad 3 \text{ cm} = 30 \text{ mm}$$

## Exercise 2

Choose the suitable measurement unit :

- a) The thickness of a nail measure with ..... ( mm - cm - m )
- b) The length of the book measure with ..... ( mm - cm - m )
- c) The length of the ant measure with ..... ( mm - cm - m )
- d) Thickness of the power cord measure with ..... ( mm - cm - m )
- e) The length of my grandfather's stick measure with ..... ( mm - cm - m )

## Exercise 3

Choose the correct answer :

- a) My father high ( 2 m - 2 mm - 2 cm )
- b) The length of ( 5 mm - 5 cm - 5 m )
- c) The length of ( 30 cm - 30 mm - 30 m )
- d) The thickness of the book ( 10 m - 10 mm - 10 cm )
- e) The height of my home ( 21 mm - 21 m - 21 cm )

## Bakkar Series



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## Data representation

## Activity

1 The line plots show the length of the foot in cm to some pupils and their number :



From the figure complete :

- The number of pupils with foot 29 cm = .....
- The number of pupils with foot 30 cm = .....
- The number of pupils with foot 27 cm = .....
- The number of pupils with foot less than 29 cm = ..... + ..... = .....
- The number of pupils whose foot between 30 cm and 32 cm is  
= ..... + ..... + ..... = .....

## Exercise



Complete the following :

- $100 \text{ cm} + 100 \text{ cm} = . \text{ cm} = . \text{ m}$
- $150 \text{ cm} + 250 \text{ cm} = . \text{ cm} = . \text{ m}$
- $20 \text{ mm} + 10 \text{ mm} = . \text{ mm} = . \text{ cm}$
- $30 \text{ mm} + 30 \text{ mm} = . \text{ mm} = . \text{ cm}$

## (Solution)

- $100 \text{ cm} + 100 \text{ cm} = 200 \text{ cm} = 2 \text{ m}$
- $150 \text{ cm} + 250 \text{ cm} = 400 \text{ cm} = 4 \text{ m}$
- $20 \text{ mm} + 10 \text{ mm} = 30 \text{ mm} = 3 \text{ cm}$
- $30 \text{ mm} + 30 \text{ mm} = 60 \text{ mm} = 6 \text{ cm}$

Primary 3 - Term 1



## Chapter 1

## Exercise 5 | Choose the correct answer :

- a)  $9 \text{ m} = \dots \text{ cm.}$  (9, 90, 900)
- b)  $6 \text{ cm} = \dots \text{ mm.}$  (6, 60, 600)
- c)  $30 \text{ mm} = \dots \text{ cm.}$  (3, 30, 300)
- d)  $200 \text{ cm} = \dots \text{ m.}$  (2, 20, 200)
- e)  $20 \text{ mm} = \dots \text{ cm.}$  (2, 20, 200)

## Exercise 6 | Put (&lt;, &gt;, =) :

- |           |                      |          |
|-----------|----------------------|----------|
| a) 600 cm | <input type="text"/> | 5 m .    |
| b) 40 mm  | <input type="text"/> | 4 cm .   |
| c) 750 cm | <input type="text"/> | 8 m .    |
| d) 5 cm   | <input type="text"/> | 60 mm .  |
| e) 9 m    | <input type="text"/> | 900 cm . |



## Exercise 7 | Arrange the following :

- a) 14 mm, 17 m, 8 mm, 29 mm.

Ascendingly : ..... , ..... , ..... , .....

- b) 2 cm, 10 mm, 5 cm, 70 mm.

Descendingly : ..... , ..... , ..... , .....

## Bakkar Series



## Self - check on lesson ( 8 , 9 , 10 )

**1** Choose the suitable measurement unit :

- a The length of pencils measure with ..... ( mm - cm - m )
- b The length of bottle measure with ..... ( mm - cm - m )
- c The length of piece of cloth can be ..... ( 4 cm - 4 mm - 4 m )

**2** Complete :

- a  $5\text{ m} + \underline{\quad}\text{ cm} = 7\text{ m}$
- b  $200\text{ cm} + \underline{\quad}\text{ m} = 5\text{ m}$
- c  $80\text{ cm} - \underline{\quad}\text{ cm} = 50\text{ cm}$
- d  $5\text{ cm} + \underline{\quad}\text{ mm} = 7\text{ cm}$
- e  $30\text{ mm} + \underline{\quad}\text{ mm} = 60\text{ mm}$
- f  $50\text{ mm} - \underline{\quad}\text{ cm} = 2\text{ cm}$
- g  $6\text{ m} - \underline{\quad}\text{ cm} = 500\text{ cm}$

**3** Put ( $<$  ,  $>$  ,  $=$ ) :

- |                  |                      |                 |
|------------------|----------------------|-----------------|
| a $5\text{ cm}$  | <input type="text"/> | $50\text{ mm}$  |
| b $50\text{ cm}$ | <input type="text"/> | $1\text{ m}$    |
| c $10\text{ mm}$ | <input type="text"/> | $10\text{ cm}$  |
| d $10\text{ m}$  | <input type="text"/> | $10\text{ cm}$  |
| e $9\text{ cm}$  | <input type="text"/> | $9\text{ mm}$ . |



للسنة الأولى في  
قطوات زاكرولي  
على نطبيق الأليبرام

Primary (3) - Term 1

هذا العمل خاص بموقع ذاكرولى التعليمى ولا يسمح بتداوله على مواقع أخرى

4

Complete :

- a)  $200 \text{ cm} - 100 \text{ cm} = \underline{\quad} \text{ cm} = \underline{\quad} \text{ m}$
- b)  $5 \text{ cm} - 3 \text{ cm} = \underline{\quad} \text{ cm} = \underline{\quad} \text{ mm}$
- c)  $7 \text{ m} - 3 \text{ m} = \underline{\quad} \text{ m} = \underline{\quad} \text{ cm}$
- d)  $700 \text{ cm} - 500 \text{ cm} = \underline{\quad} \text{ cm} = \underline{\quad} \text{ m}$
- e)  $40 \text{ mm} - 30 \text{ mm} = \underline{\quad} \text{ mm} = \underline{\quad} \text{ cm}$

5

Arrange the following in an ascending order :

- a) 3 m , 5 m , 1 m , 2 m .
- b) 40 cm , 10 cm , 50 cm , 70 cm .
- c) 10 mm , 20 mm , 80 mm , 60 mm .
- d) 7 m , 100 cm , 9 m , 800 cm .
- e) 17 cm , 7 mm , 70 cm , 70 mm .

6

Join :

1 Meter and half

4 m

300 cm

100 cm

1 m

150 cm

400 cm

2 m and 100 cm

Bakkar Series



## Self - check 1

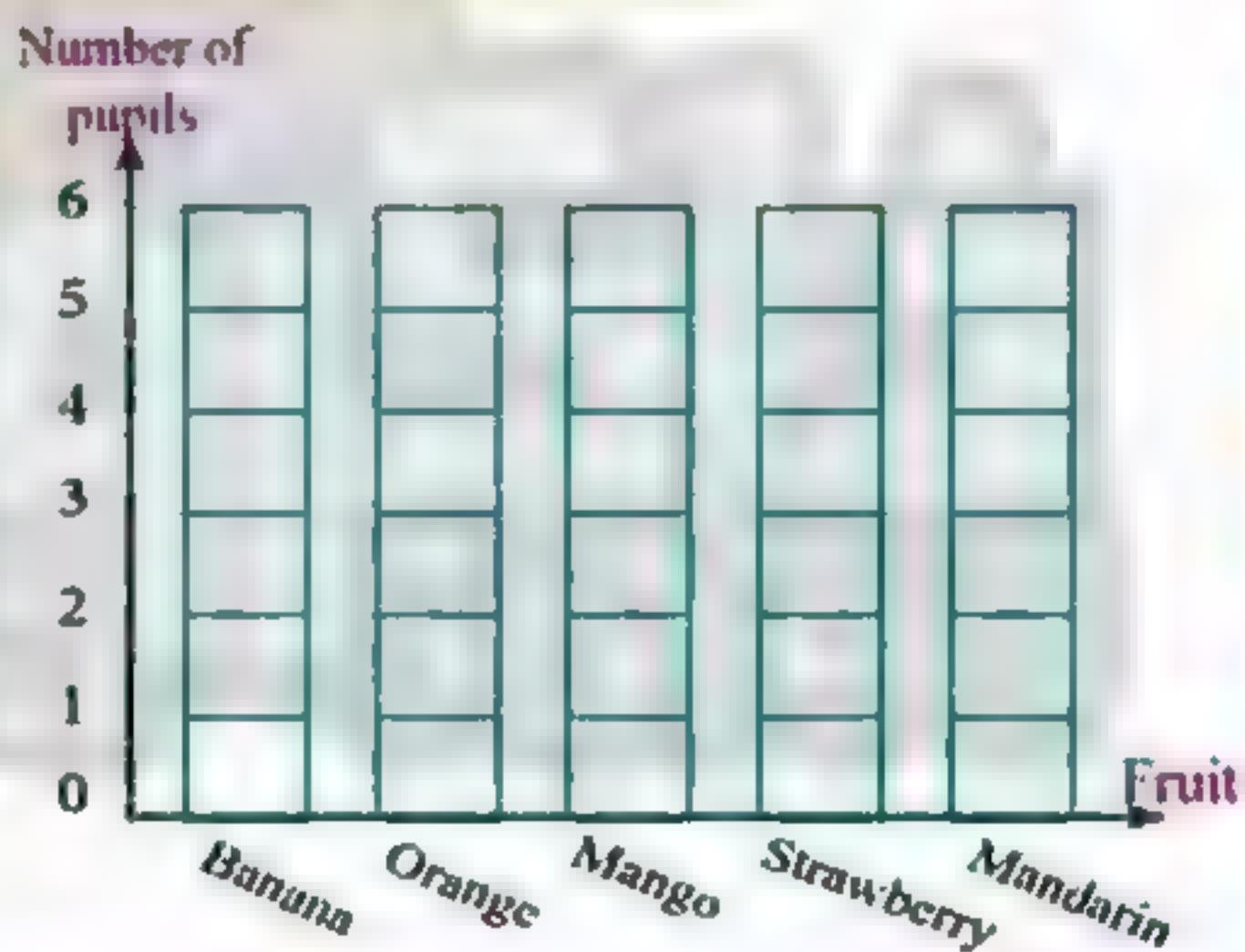
## Chapters 1

1 Choose :

- a  $7 \text{ m} = \dots \text{ cm}$  ( 7 , 70 , 700 )
- b  $5 \text{ cm} = \dots \text{ mm}$  ( 5 , 50 , 500 )
- c  $90 \text{ mm} = \dots \text{ cm}$  ( 9 , 90 , 900 )
- d  $300 \text{ cm} = \dots \text{ m}$  ( 3 , 30 , 300 )

2 Complete the table and colour the graph :

Fruit	Number of pupils
Banana	
Orange	
Mango	
Strawberry	
Mandarin	



3 A car of ( 4 m and 40 cm ). What its length in cm ?

Solution :

$$\begin{aligned} \text{The length of the car} &= \dots + \dots \\ &= \dots \text{ cm}. \end{aligned}$$



Primary (3) - Term 1

## Self - check 2

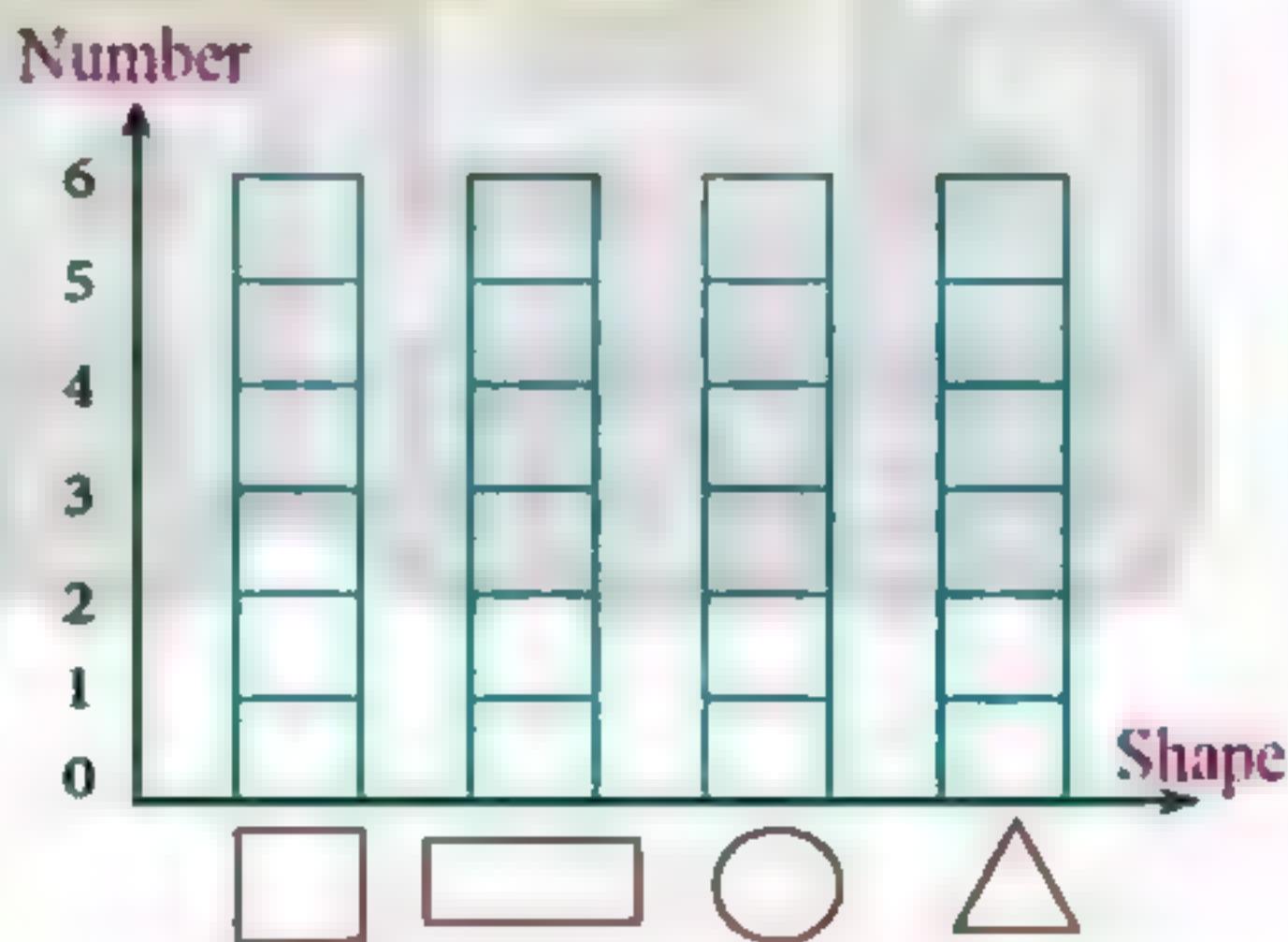
## Chapter 1

1) Complete :

- a)  $500 \text{ cm} - 300 \text{ cm} = \underline{\quad} \text{ cm} = \underline{\quad} \text{ m}$
- b)  $9 \text{ cm} - 4 \text{ cm} = \underline{\quad} \text{ cm} = \underline{\quad} \text{ mm}$
- c)  $6 \text{ m} - 4 \text{ m} = \underline{\quad} \text{ m} = \underline{\quad} \text{ cm}$
- d)  $800 \text{ cm} - 100 \text{ cm} = \underline{\quad} \text{ cm} = \underline{\quad} \text{ m}$
- e)  $70 \text{ mm} - 3 \text{ cm} = \underline{\quad} \text{ mm} = \underline{\quad} \text{ cm}$

2) Complete the table and colour the graph :

Shape	Number	



3) Choose :

6 meters and half = ..... cm.

650

560

605

For more exercises follow the Bakkar Self check page (210)

Bakkar Series

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هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى



## Chapter 2



## The thousands - Multiplication

### Key Vocabulary

Arrange	ترتيب
Array	المصفوفة
Assemblies	تجمعات
Bars	أعمدة
Column	العمود
Commutative property	خاصية الإبدال
Digit	رقم
Efficient	يتسم بالكفاءة
Equal	يساوي
Extended form	الصيغة الممتدة
Factor	عامل
Groups	مجموعات
Hundred thousands	مئات الآلاف

Multiplication	الضرب
Number	عدد
Place value	القيمة المكانية
Product	حاصل الضرب
Repeated addition	الجمع المتكرر
Row	صف
Rows	صفوف
Skip - count	العد بالقفز
Standerd form	الصيغة الرمزية
Ten thousands	عشرات الآلاف
The total	المجموع
Thousand	الآلف

### Content

Bakkar  
Self-Check

Bakkar  
Exercise  
on lessons

Exercise  
Inspired from  
Math Journal

Exercise  
inspired from  
Discover

**Lesson**

( 11 , 12 )

**Thousands****Activity 1** Complete as in (a) :**Remember**

(a)  $753 = 7 \text{ hundreds} + 5 \text{ tens} + 3 \text{ ones}$   
 $= 700 + 50 + 3$

(b)  $395 = \dots \text{ hundreds} + \dots \text{ tens} + \dots \text{ ones}$   
 $= \dots + \dots + \dots$

(c)  $487 = \dots \text{ hundreds} + \dots \text{ tens} + \dots \text{ ones}$   
 $= \dots + \dots + \dots$

(d)  $631 = \dots \text{ hundreds} + \dots \text{ tens} + \dots \text{ ones}$   
 $= \dots + \dots + \dots$

**Activity 2** What is the greatest 3-digit number ?**Solution** The number is 999

Hundreds	Tens	Ones
9	9	9

Nine hundred and ninety nine

The number just after 999 is 1000 ( one thousand )

Thousands	Hundreds	Tens	Ones
1	0	0	0

1000 is the smallest 4-digit number.

**Activity 3** What is the greatest 4-digit number ?**Solution** The number is 9999

Thousands	Hundreds	Tens	Ones
9	9	9	9

Nine thousand nine hundred and ninety nine

**Bakkari Series**

BAKKAR

The thousands - Multiplication

Activity 4

How to read 4-digit ?

1253

**Read from left to right as one thousand two hundred and fifty three**

Exercise 1

Write the following numbers in the place value cards :

The number : 5019

Thousands	Hundreds	Tens	Ones

The number 3604

Thousands	Hundreds	Tens	Ones

The number : 1234

Thousands	Hundreds	Tens	Ones

The number 8888

Thousands	Hundreds	Tens	Ones

Activity 5

Notice the digit 4 in the following :

Number	Place value of 4	Value of 4
4	Ones	4
48	Tens	40
491	Hundreds	400
4673	Thousands	4000

Notice :

The value of 4 changed according to the place

Exercise 2

Notice the digit 3 in the following :

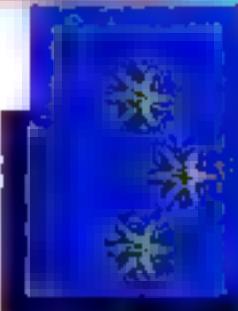
Number	Place value of 3	Value of 3
35		
3761		
63		
385		

Notice :

The value of 3 changed according to the place

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Primary 3, - Term 1

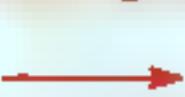


### ■ Forming the greatest 4-digit number :

Start with the greatest digit in the thousand place then the next greatest in the hundred place and so on

For example : Write the greatest 4-digit number from the digits :

7    3    2    5



The greatest number = 7532

Activity 6

**From the following digit put one digit in the discard then make the greatest number :**

1    2    3    4    5

**Example 1 :**

**Solution :** Put 3 in the discard the form the greatest number

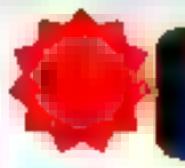
Thousands	Hundreds	Tens	Ones	Discard
5	4	2	1	3

**The greatest Number is :**  
5421

**Example 2 :**

Thousands	Hundreds	Tens	Ones	Discard
.....	.....	.....	.....	5

**The greatest Number is :**  
.....



### Activities from Math Journal

Activity

**From the following digit put one digit in the discard then write the greatest number :**

7

1

5

4

6

Thousands	Hundreds	Tens	Ones	Discard
.....	.....	.....	.....	5

**The greatest Number is :**  
.....

**Bakkar Series**



BARKAR

The thousands - Multiplication

Activity 7

Notice :



1

10

100

1000

Activity 8 Represent the number 1253 in the place value card :

Thousands	Hundreds	Tens	Ones

Exercise 3 Convert the standard form to the extended form as EX :

The expanded form of :  $1253 = 1000 + 200 + 50 + 3$ 

$$1537 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$5412 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$6591 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$3289 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

Exercise 4 Compare using ( $>$ ,  $=$ ,  $<$ ) :

a

4984

2026

b

1001

3980

c

9 thousands

9000



Remember that :

Compare from thousand  
then hundred and so on

Primary 3 - Term 1

## Self - check on lesson ( 11 , 12 )

**1** Complete the table :

Number	Place value of 7	Value of 7
75	.....	.....
367	.....	.....
7100	.....	.....
4763	.....	.....

**2** Write the number :

The number	Thousands	Hundreds	Tens	Ones
.....				
.....				

**3** Write the expanded form :

- a  $5493 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$
- b  $6371 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$
- c  $8642 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$
- d  $2794 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

**Bakkar Series**

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**4** Write in digits :

- (a) Six thousands five hundreds and forty three = .....
- (b) Three thousands four hundreds and thirty seven = .....
- (c) Two thousands six hundreds and forty = .....
- (d) Five thousands nine hundreds and eleven = .....
- (e) Seven thousands and one hundred = .....

**5** Notice and complete the following pattern :

- (a) 1000 , 1100 , 1200 , ..... , ..... , .....
- (b) 2000 , 1900 , 1800 , ..... , ..... , .....
- (c) 1000 , 2000 , 3000 , ..... , ..... , .....
- (d) 1000 , 1500 , ..... , 2500 , ..... , .....

**6** Arrange the following numbers in an ascending order :

4705 , 4750 , 4075 , 475

The order : .....

**7** Complete using ( $>$  ,  $=$  ,  $<$ ) :



- |     |      |                      |      |     |      |                      |      |
|-----|------|----------------------|------|-----|------|----------------------|------|
| (a) | 8903 | <input type="text"/> | 9038 | (b) | 7787 | <input type="text"/> | 7878 |
| (c) | 1342 | <input type="text"/> | 1302 | (d) | 2344 | <input type="text"/> | 2345 |
| (e) | 6534 | <input type="text"/> | 6544 | (f) | 5871 | <input type="text"/> | 5671 |

Primary 3 - Term 1

**Lesson**

( 13 , 14 )

**Numbers up to hundreds thousand****Activity 1** The greatest 4-digit number is 9999 :**Solution :****The number is 9 999**

Thousands	Hundreds	Tens	Ones
9	9	9	9

**It read as : nine thousand , nine hundred and ninety nine****The number just after 9 999 is 10 000 ( ten thousand )**

Ten thousand	Thousands	Hundreds	Tens	Ones
1	0	0	0	0

**10 000 is the smallest 5-digit number****Activity 2** What is the greatest 5-digit number ?**Solution :****The number is 99 999**

Ten thousand	Thousands	Hundreds	Tens	ones
9	9	9	9	9

Read first 99 thousand and 999

**It is read as : ninety nine thousand , nine hundred and ninety nine****Exercise 1** Write the following number in the place value card then read it :**The number : 67459**

Ten thousand	Thousands	Hundreds	Tens	ones

thousand and

**It is read as : sixty seven thousand , four hundred and fifty nine****Bakkar Series**

BAKKAR

The thousands - Multiplication

Activity

3

The number just after 99 999 is 100 000  
 ( hundred thousand ) :

hundreds thousand	tens thousand	thousand	hundreds	tens	ones
1	0	0	0	0	0

The number 100 000 is the smallest 6 digit number

Activity

4

What is the greatest 6-digit number ?

The number 999 999

hundreds thousand	tens thousand	thousand	hundreds	tens	ones
9	9	9	9	9	9

Read first

999 thousand

and 999

It is read as nine hundred ninety nine thousand , nine hundred and ninety nine

Exercise

2

Write the following numbers in the place value card :

The number : 267 459

hundreds thousand	tens thousand	thousand	hundreds	tens	ones

267 459

It read as 267 thousand and 459

The number : 107 326

hundreds thousand	tens thousand	thousand	hundreds	tens	ones

107 326

thousand and

The number : 950 108

hundreds thousand	tens thousand	thousand	hundreds	tens	ones

950 108

thousand and

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Primary 3 - Term 1

## Chapter 2

## Comparing between 2 numbers

If the two numbers has the same number of digit compare from left to right

**EX :** The two numbers

915734 **and** 915634

Then :  $915734 > 915634$

**Because :** value of 7 more than value of 6

The number that has more digit is the greater

**EX :** The two numbers

96 157 **and** 815 734

5 digit

6 digit

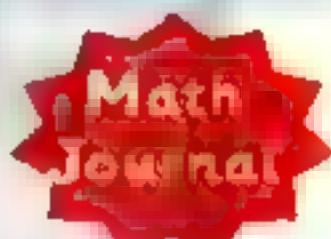
Then  $815 734 > 96 157$

**Exercise**

**3**

Look the population number in some cities and complete :

City	Population	Reading the number
Suez	488125	488 thousand and 125
Matay	45215	
Alshohadaa	48060	
Port-said	538378	
Etsa	45269	



Arrange the cities from the smallest population to the greatest

**The order :** Matay , Etsa , ... , ... ,

**Exercise**

**4**

Write the expanded form of the following as **EX :**

$$62\ 319 = 60\ 000 + 2\ 000 + 300 + 10 + 9$$

$$762\ 319 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$15\ 780 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$812\ 904 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

**Bakkar Series**

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BAKKAR

The thousands - Multiplication

**Forming the smallest 4-digit number :**

Put the smallest digit in the thousand place then hundred place and soon .

**Example : Write the smallest number from the following digits :**

7    3    2    5    → The number = 2357

**Activity****5**

From the cards ignore one card and form the smallest number from the other cards . as the example

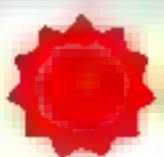
1    2    3    4    5    6    7

**Solution**

Put 6 in discard then write the smallest number formed from the other cards

hundred thousand	Ten thousands	Thousands	Hundreds	Tens	Ones	Discard
1	2	3	4	5	7	6

The smallest number 123 457    Its read . thousand and

**Activities from Math Journal****Activity****6**

Ignore one digit then form the smallest number :

6    4    5    1    9    3    8

Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	Discard

Its read thousand and

**Primary 3 - Term 1**

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## Self - check on lesson ( 13 , 14 )

**1** Write in standard form each of the following :

- (a) Thirty six thousand and four hundred =
- (b) Eleven thousand =
- (c) Sixty thousand and ten =
- (d) Fifty two thousand one hundred and one =
- (e) Ninety nine thousand and two hundred =

**2** Notice and complete :

- (a) 10000 , 10100 , 10200 , ..... , ..... , ..... , 10600
- (b) 20000 , 19000 , 18000 , ..... , ..... , ..... , 14000
- (c) 10000 , 30000 , ..... , ..... , ..... , ..... , 90000
- (d) 11111 , 22222 , ..... , ..... , ..... , ..... , 77777
- (e) ..... , 55800 , 55700 , ..... , ..... , ..... , ..... , 55300

**3** Complete the table ( the first done for you ):

City	Population	Reading the number
sedy salem	47 998	47 thousand and 998
Jouhaina	47 821	
Tamia	46 866	
Luxor	422 407	

**Bakkar Series**



BAKKAR

The thousands - Multiplication

4 Write the expanded form of the following as EX :

**Example :**  $12\ 576 = 10\ 000 + 2\ 000 + 500 + 70 + 6$

- a  $11\ 120 = \dots + \dots + \dots + \dots + \dots$
- b  $14\ 502 = \dots + \dots + \dots + \dots + \dots$
- c  $77\ 777 = \dots + \dots + \dots + \dots + \dots$
- d  $50\ 021 = \dots + \dots + \dots + \dots + \dots$
- e  $90\ 807 = \dots + \dots + \dots + \dots + \dots$

لأقتن الالشراك في  
قواعد زاكرولي  
على لطريق البرام

5 Arrange the following numbers :

- a  $17\ 457 , 14\ 457 , 15\ 457 , 10\ 457 , 20\ 457$

Descendingly : ..... .... .....

- b  $26\ 452 , 26\ 524 , 26\ 245 , 26\ 542 , 26\ 254$

Ascendingly : ..... .... .....

- c  $67\ 500 , 67\ 005 , 60\ 705 , 60\ 075 , 67\ 050$

Descendingly : ..... .... .....

6 Using the cards write the greatest and the smallest number :

Cards	The greatest	The smallest
9    6    3    1    5	.....	.....
1    7    5    3    2	.....	.....
7    5    9    2    0	.....	.....
8    4    6    1    3	.....	.....

Primary 3 - Term 1

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**Lesson**

( 15 , 16 )

**Counting strategies****Skip count on the number line****Activity 1 Skip-count by 2s**

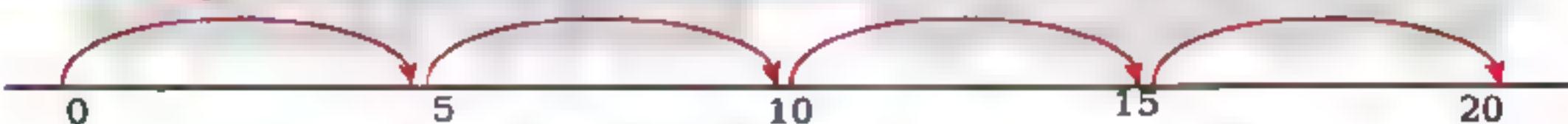
To get 18 we count ( 2 ) nine times as the following

$$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 18$$

**Activity 2 Skip-count by 3s**

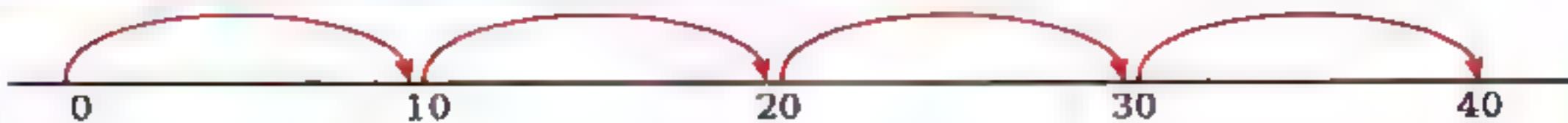
To get 15 we count ( 3 ) five times as the following

$$3 + 3 + 3 + 3 + 3 = 15$$

**Activity 3 Skip-count by 5s**

To get 20 we count ( 5 ) four times as the following

$$5 + 5 + 5 + 5 = 20$$

**Activity 4 Skip-count by 10s**

To get 40 we count ( 10 ) four times as the following

$$10 + 10 + 10 + 10 = 40$$

**Bakkar Series**

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The thousands - Multiplication

## Activity 5 | Determine the number of items in each group :

First method

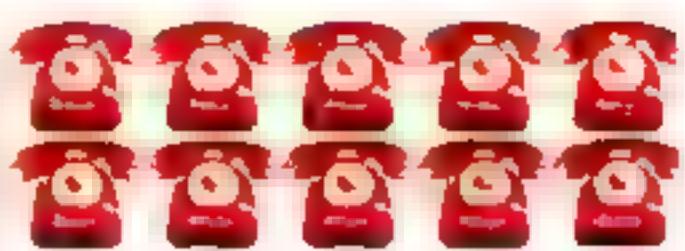


Number of rows 2

Number of items in each row 5

$$\text{Total number of items} = 5 + 5 = 10$$

Second method



Number of columns 5

Number of items in each column 2

Total number of items

$$= 2 + 2 + 2 + 2 + 2 = 10$$

Exercise 1

Determine the number of items in each group :

First method



Number of rows

Number of items in each row

Total number of items =

Second method



Number of columns

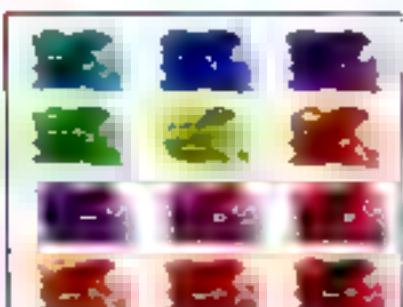
Number of items in each column

Total number of items =

Exercise 2

Determine the number of items in each group :

First method



Number of rows

Number of items in each row

Total number of items =

Second method



Number of columns

Number of items in each column

Total number of items =

Primary 3 - Term 1



## Chapter 2

Exercise

3

Determine the number of stars in each array :



Number of rows .....

Number of stars in each row .....

Total number = .....



Number of rows .....

Number of stars in each row .....

Total number = .....



Number of rows .....

Number of stars in each row .....

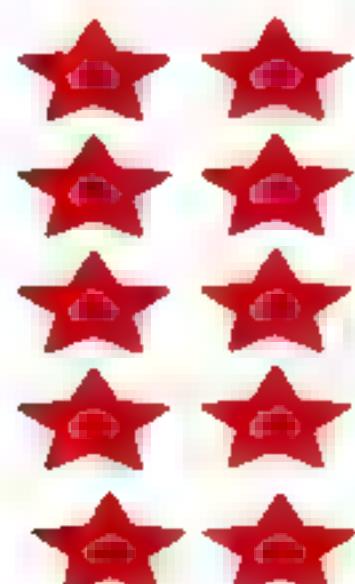
Total number = .....



Number of rows .....

Number of stars in each row .....

Total number = .....

**Bakkar Series**

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BAKKAR

The thousands - Multiplication

**Activity 6** The price of each item LE 3 what is the price of the array ? :

**Solution :**

Number of rows 2

Number of items in each row 3

Number of all items =  $3 + 3 = 6$  items

$$\text{Total price} = \boxed{3} + \boxed{3} + \boxed{\dots} + \boxed{\dots} + \boxed{\dots} + \boxed{\dots} = \dots$$

Price of item      Price of item

**Exercise 4**

Some of the stars have been ripped off .  
How many stars were in the original array :



First method : number of columns 6

Number of stars in each columns 4

Total number of the original array = 24

There are 17 stars now

Number of ripped stars =  $24 - 17 = 7$

Second method : number of rows

Number of stars in each rows

Total number of the original array =

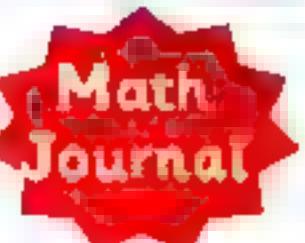
There are 17 stars now

Number of ripped stars = - - =

66

**Primary 3 - Term 1**

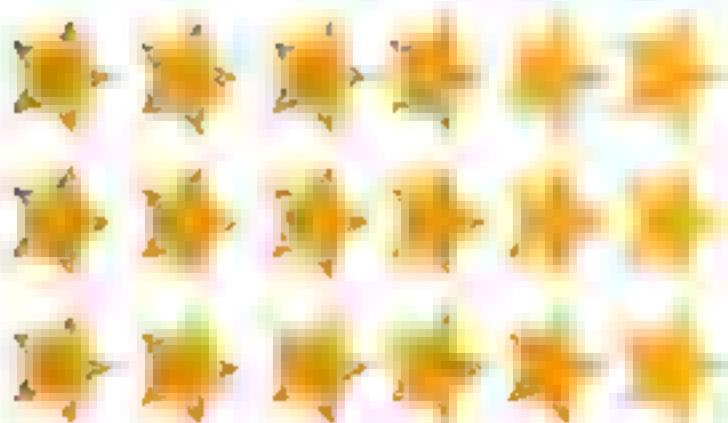
## Self - check on lesson ( 15 , 16 )



**1**

Determine the number of stars in each array :

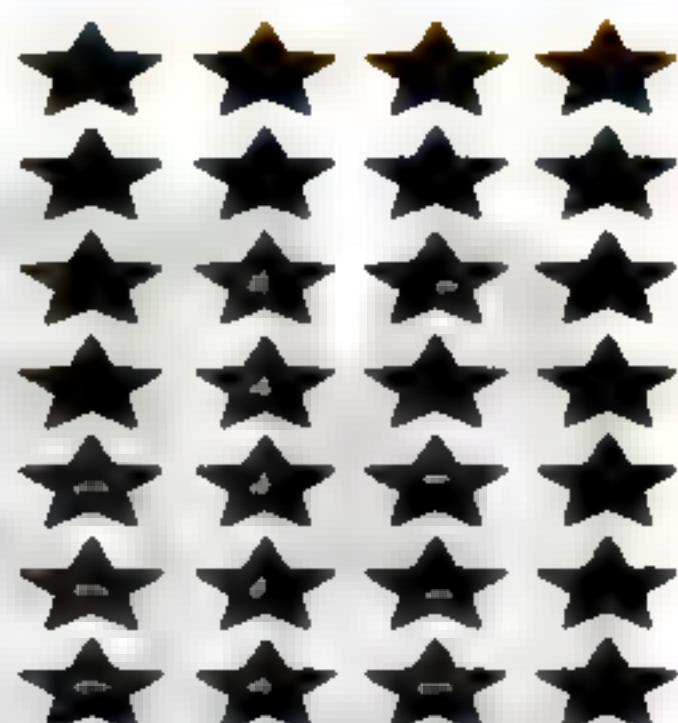
Number of columns \_\_\_\_\_



Number of stars in each column \_\_\_\_\_

Total number of stars = \_\_\_\_\_

Number of columns \_\_\_\_\_



Number of stars in each column \_\_\_\_\_

Total number of stars = \_\_\_\_\_

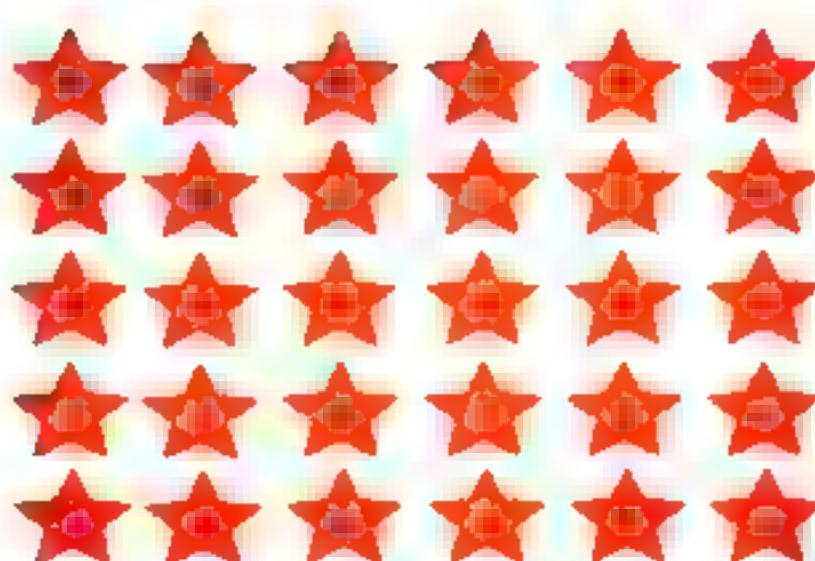
Number of columns \_\_\_\_\_



Number of stars in each column \_\_\_\_\_

Total number of stars = \_\_\_\_\_

Number of columns \_\_\_\_\_



Number of stars in each column \_\_\_\_\_

Total number of stars = \_\_\_\_\_

**Bakkar Series**

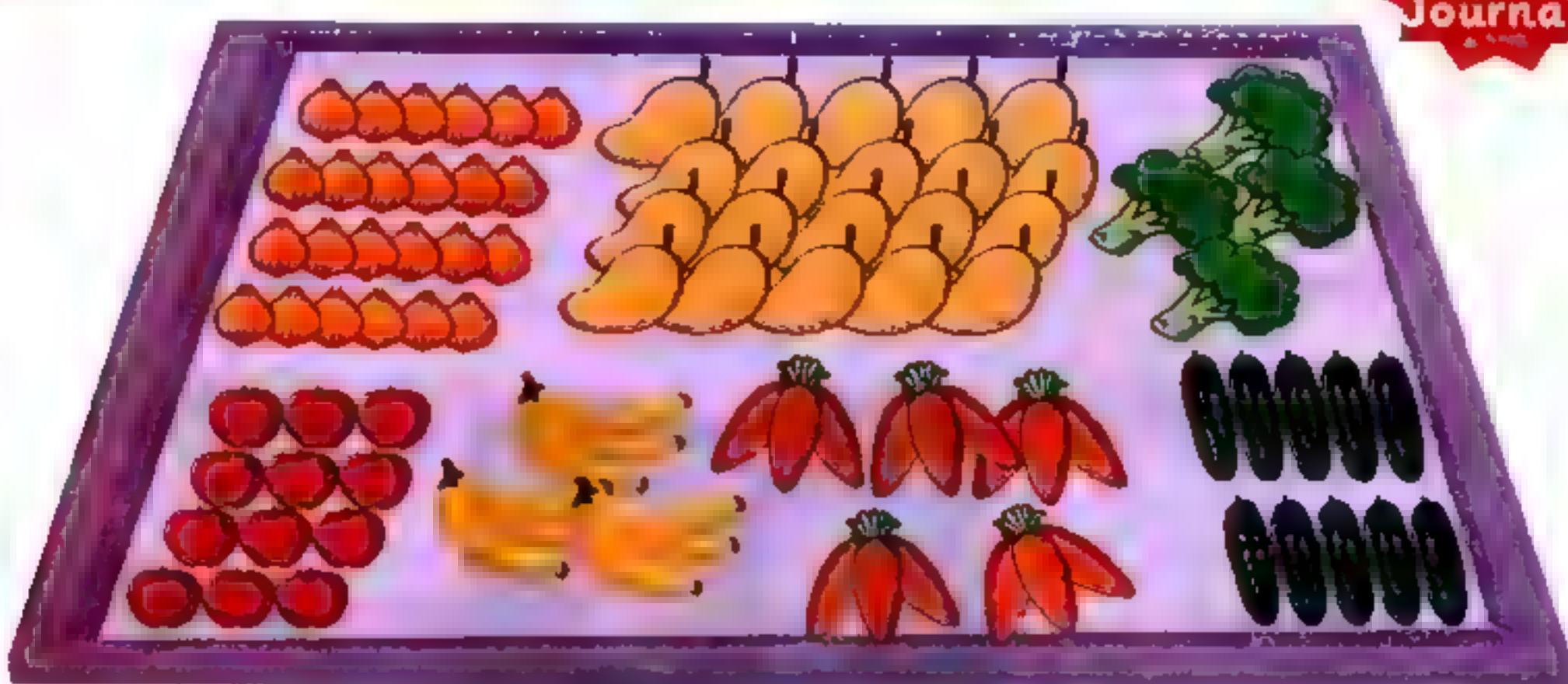
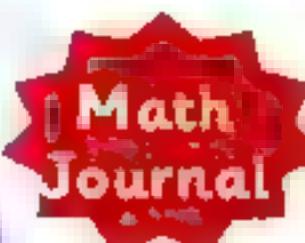


BAKKAR

The thousands - Multiplication

2

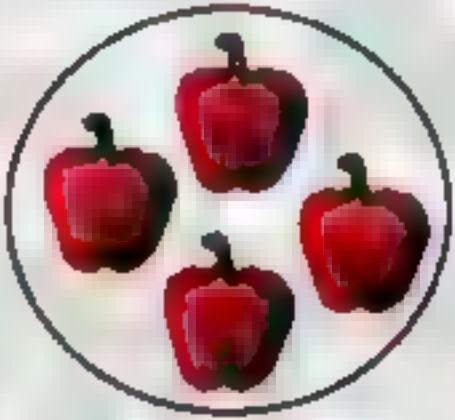
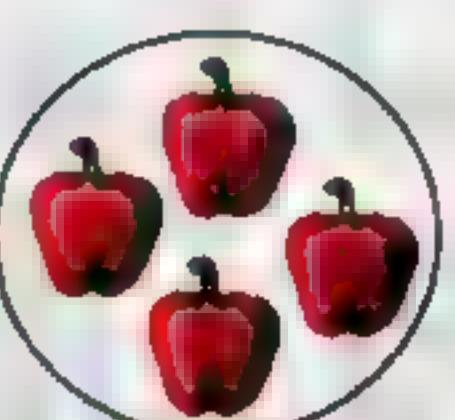
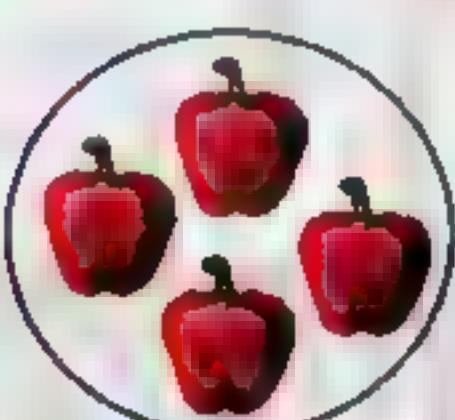
Complete the table to find the number of each items :



Name of group	Total number of item in each group
Apples	<b>Number of row</b> <b>Number of apples In each row</b> <b>Total number of apples =</b> $3 + 3 + 3 + 3 = 12$
Figs	<b>Number of row</b> <b>Number of apples In each row</b> <b>Total number of apples =</b>
Mango	<b>Number of row</b> <b>Number of apples In each row</b> <b>Total number of apples =</b>
Cucumber	<b>Number of row</b> <b>Number of apples In each row</b> <b>Total number of apples =</b>

**Lesson**

( 17 , 18 )

**Multiplication [ Repeated addition ]****Activity 1** Notice :**Repeated addition equation**  $3 + 3 + 3 = 9$ **Multiplication equation**  $3 \times 3 = 9$ **3 sets each with 3 turtle = 9 turtle****Activity 2** Notice :**Repeated addition equation**  $4 + 4 + 4 = 12$ **Multiplication equation**  $3 \times 4 = 12$ **3 sets of 4 pepper each = 12****Exercise 1** Nadeen draw 2 flowers in a paper then 2 then 2 .  
How many flowers drawn ?**Repeated addition equation**  $\quad + \quad + \quad = 6$ **Multiplication equation**  $2 \times \quad =$ **Bakkar Series**

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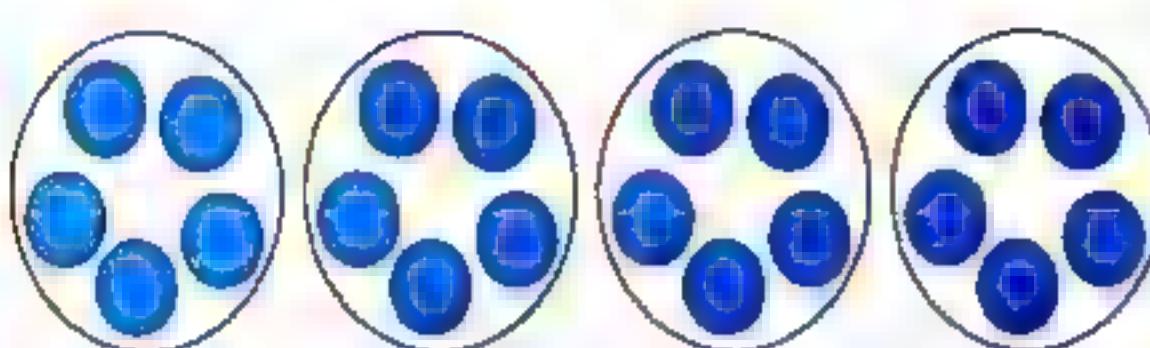
BAKKAR

The thousands - Multiplication

Activity

3

Notice the following :



Number of sets 4

Number of items in each 5

Repeated addition =

$$5 + 5 + 5 + 5 = 20$$

It means  $4 \times 5 = 20$ **4 sets of 5 items = 20**

Number of rows 4

Number of items in each 5

Repeated addition =

$$5 + 5 + 5 + 5 = 20$$

It means  $4 \times 5 = 20$ **4 rows of 5 items each = 20**

Exercise

2

Notice then complete :

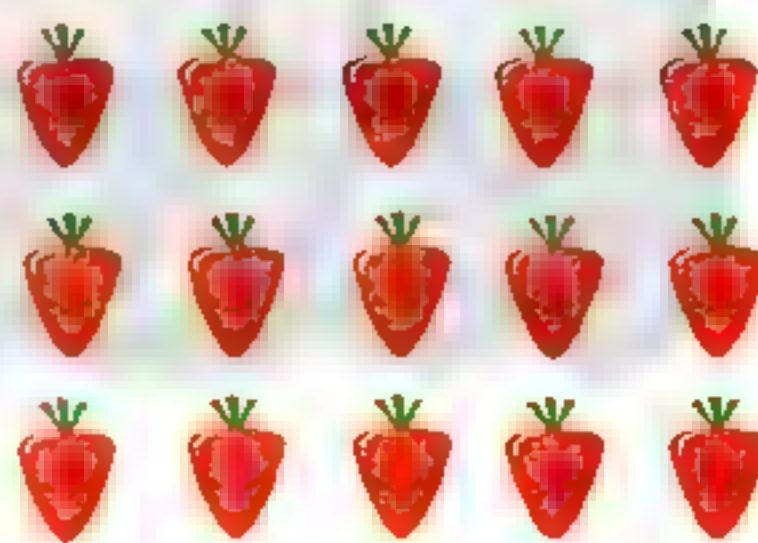


Number of sets .....

Number of items in each set 5

Repeated addition =

$$\dots + \dots + \dots = \dots$$

Its mean  $\dots \times \dots = 20$ **.... sets of .... items = ....**

Number of rows 3

Number of items in each .....

Repeated addition =

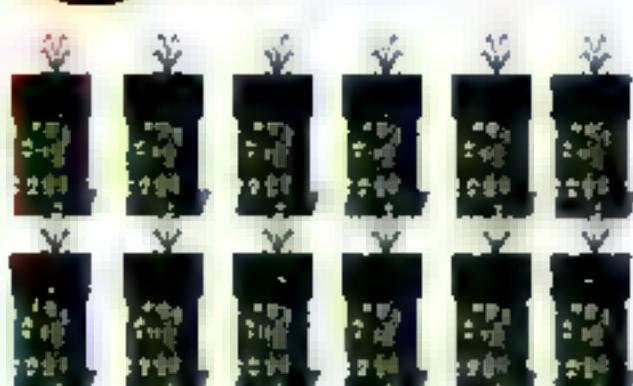
$$\dots + \dots + \dots = \dots$$

Its mean  $\dots \times \dots = \dots$ **.... rows of .... items each = ....****Primary 3 - Term 1**

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## Exercise 3

Complete :



Number of rows \_\_\_\_\_

Repeated addition \_\_\_\_\_

Multiplication  $\times$  = \_\_\_\_\_

## Exercise 4

Complete :



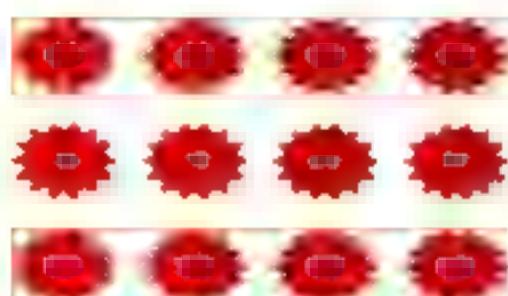
Number of sets \_\_\_\_\_

Repeated addition \_\_\_\_\_

Multiplication  $\times$  = \_\_\_\_\_

## Exercise 5

Complete :



Using Rows \_\_\_\_\_

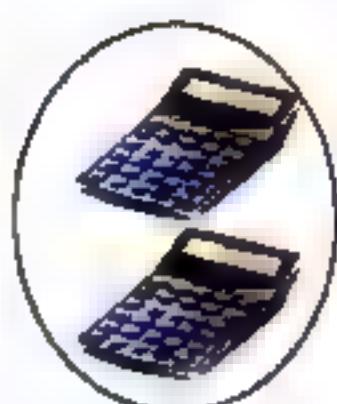
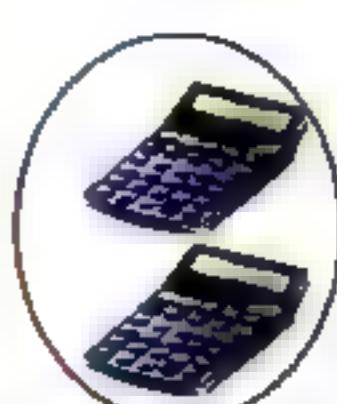
Number of rows \_\_\_\_\_

Repeated addition \_\_\_\_\_

Multiplication  $\times$  = \_\_\_\_\_**Bakkar Series**

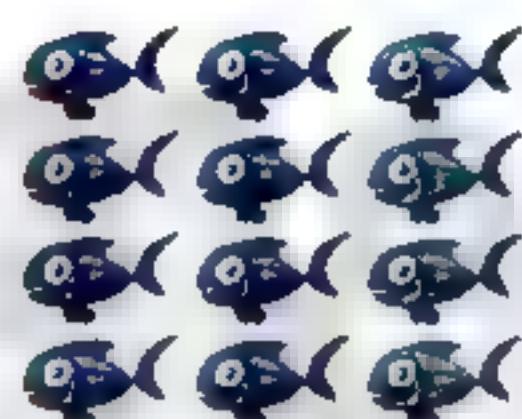
4

## Chapter 2



Number of sets \_\_\_\_\_

Repeated addition \_\_\_\_\_

Multiplication  $\times$  = \_\_\_\_\_

Number of rows \_\_\_\_\_

Repeated addition \_\_\_\_\_

Multiplication  $\times$  = \_\_\_\_\_

Using columns \_\_\_\_\_

Number of columns \_\_\_\_\_

Repeated addition \_\_\_\_\_

Multiplication  $\times$  = \_\_\_\_\_

71

BAKKAR

The thousands - Multiplication

Activity 4 Find  $5 \times 7$  :

♦ Skip count by 7s strategy

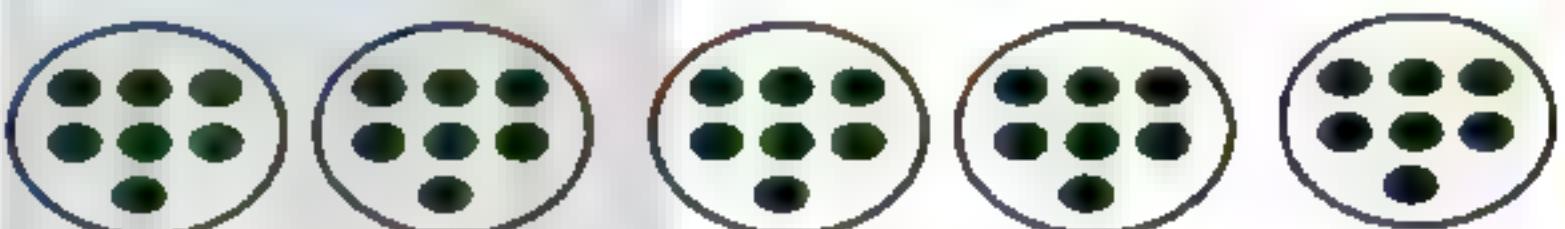


Count (7), five time to get 35

$$7 + 7 + 7 + 7 + 7 = 35$$



♦ Circles and dots strategy



$$7 + 7 + 7 + 7 + 7 = 35$$

♦ Array strategy

$$7 + 7 + 7 + 7 + 7 = 35$$

Exercise 6 | Find the product of  $3 \times 4$  show your strategy :

♦ Skip count strategy by 4s



$$4 + 4 + 4 = \underline{\quad}$$



♦ Circle and dots strategy

$$4 + 4 + 4 = \underline{\quad}$$



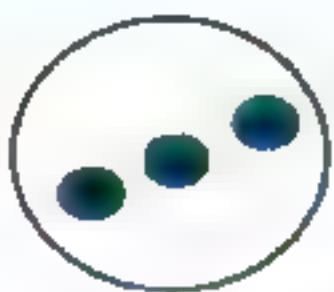
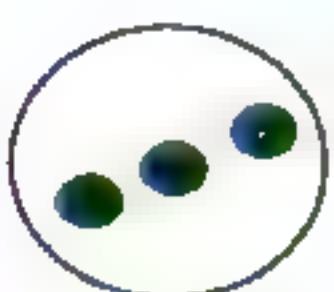
♦ Array strategy

$$4 + 4 + 4 = \underline{\quad}$$

Primary 3 - Term 1

## Self - check on lesson ( 17 , 18 )

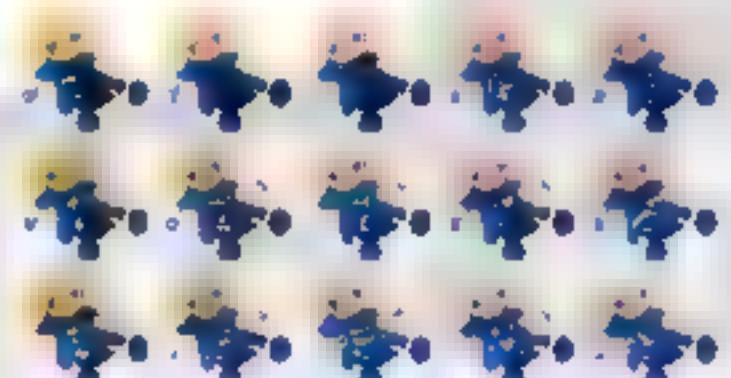
- 1 Write the equation of addition and multiplication :



**Number of sets**

**Repeated addition**

**Multiplication**  $\times$  =



**Number of rows**

**Repeated addition**

**Multiplication**  $\times$  =

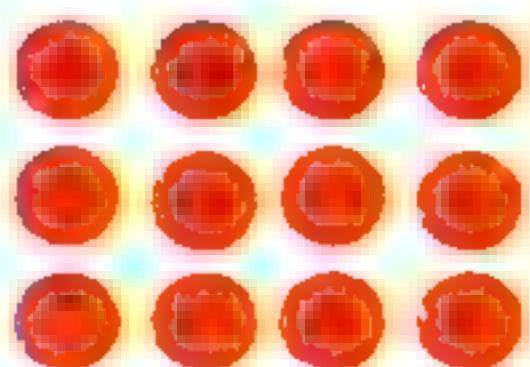


**Number of rows**

**Repeated addition**

**Multiplication**  $\times$  =

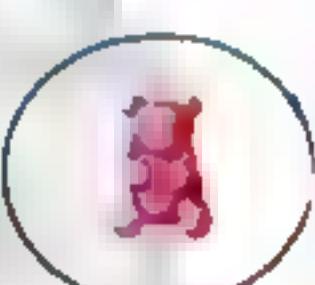
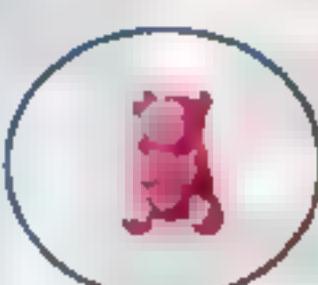
**Bakkar Series**



**Number of rows**

**Repeated addition**

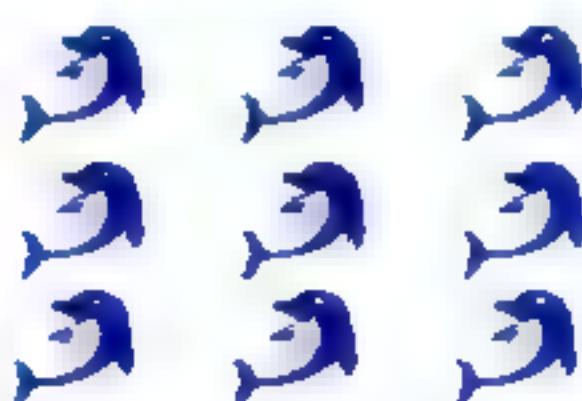
**Multiplication**  $\times$  =



**Number of sets**

**Repeated addition**

**Multiplication**  $\times$  =



**Number of rows**

**Repeated addition**

**Multiplication**  $\times$  =



BAKKAR

The thousands - Multiplication

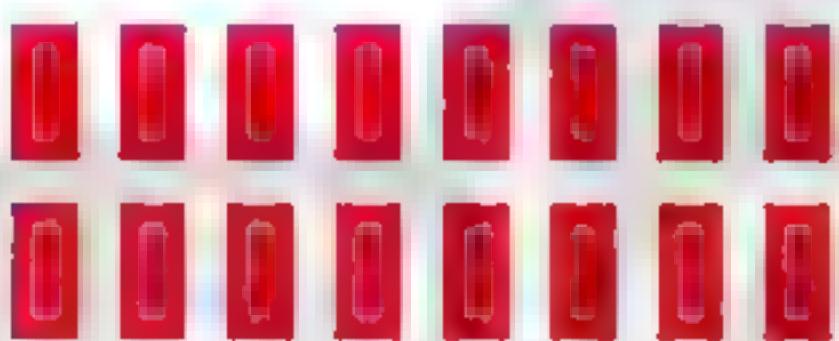
2

Find the number of all items using rows :



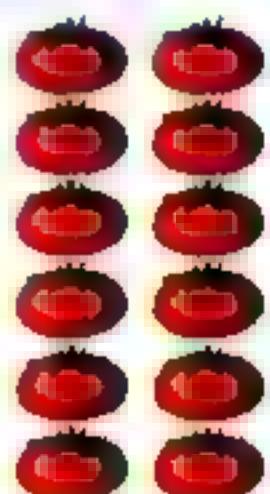
Number of rows

Repeated addition

Multiplication  $\times =$ 

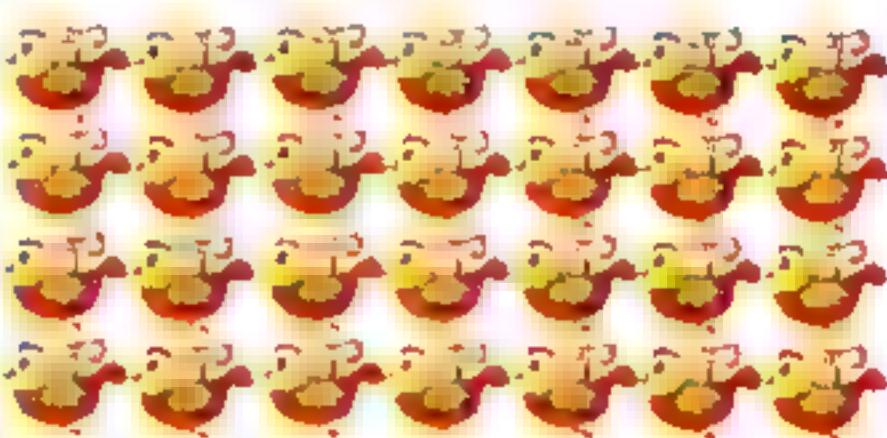
Number of rows

Repeated addition

Multiplication  $\times =$ 

Number of rows

Repeated addition

Multiplication  $\times =$ 

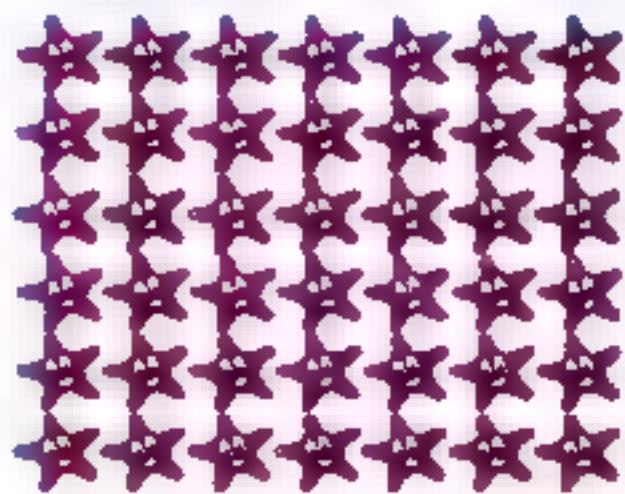
Number of rows

Repeated addition

Multiplication  $\times =$ 

Number of rows

Repeated addition

Multiplication  $\times =$ 

Number of rows

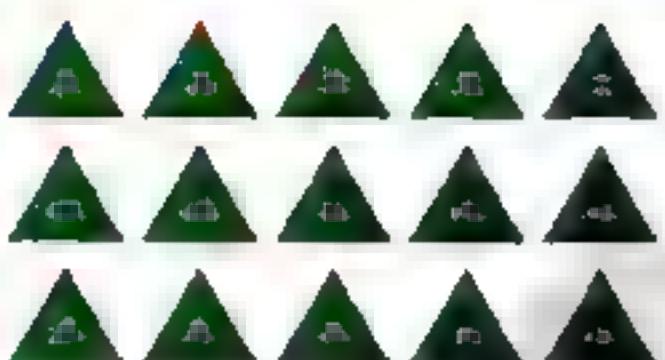
Repeated addition

Multiplication  $\times =$ 

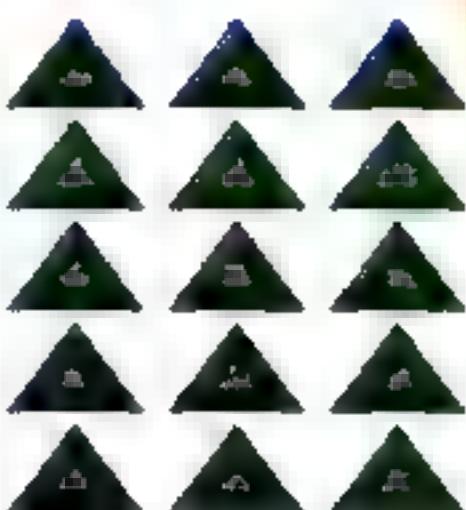
Primary 3 - Term 1

**Lesson**

( 19 , 20 )

**Commutative property  
of multiplication****Activity 1** Notice and complete :**Number of rows****Number of columns****Total number of items****Rows × Columns = product**

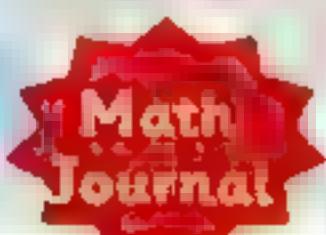
$$\times \quad =$$

**Number of rows****Number of columns****Total number of items****Rows × Columns = product**

$$\times \quad =$$

**Notice commutative is verifier :  $3 \times 5 = 5 \times 3 = 15$** **Activity 2** Notice and complete :**Number of rows****Number of columns****Total number of items****Rows × Columns = product**

$$\times \quad =$$

**Number of rows****Number of columns****Total number of items****Rows × Columns = product**

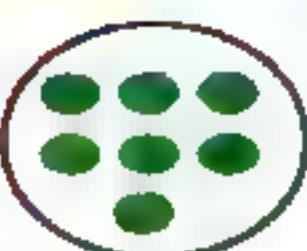
$$\times \quad =$$

**Notice commutative is verifier :  $1 \times 8 = 8 \times 1 = 8$** **Bakkar Series**

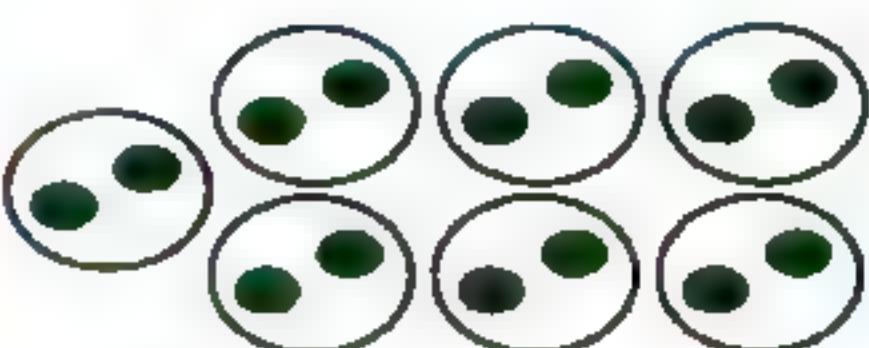
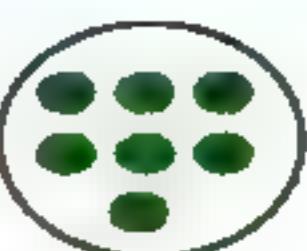
BAKKAR

The thousands - Multiplication

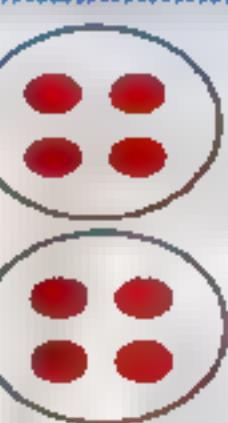
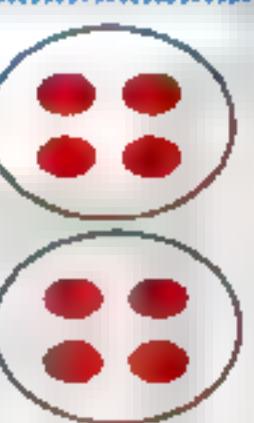
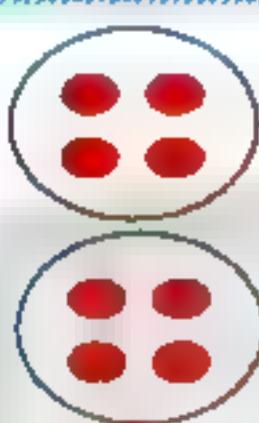
Exercise 1 | Notice and complete :

**Number of circles****Number of dots****Total number****Circles × dots = product**

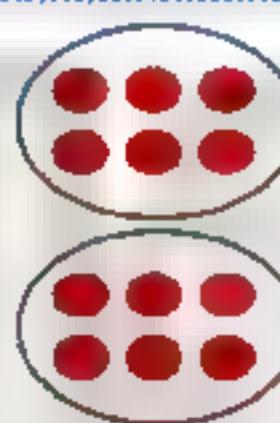
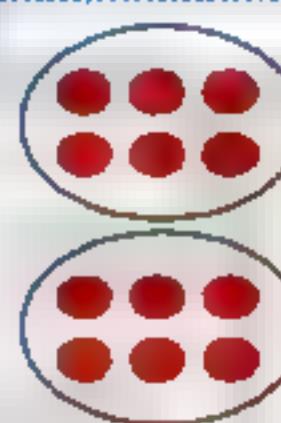
$$\times \quad =$$

**Number of circles****Number of dots****Total number****Circles × dots = product**

$$\times \quad =$$

**Number of circles****Number of dots****Total number****Circles × dots = product**

$$\times \quad =$$

**Number of circles****Number of dots****Total number****Circles × dots = product**

$$\times \quad =$$

**Number of circles****Number of dots****Total number****Circles × dots = product**

$$\times \quad =$$

**Number of circles****Number of dots****Total number****Circles × dots = product**

$$\times \quad =$$

25

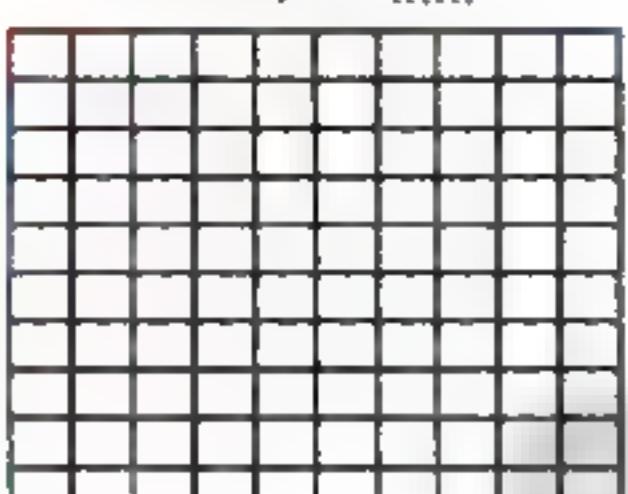
Primary (3) - Term 1

## Exercise

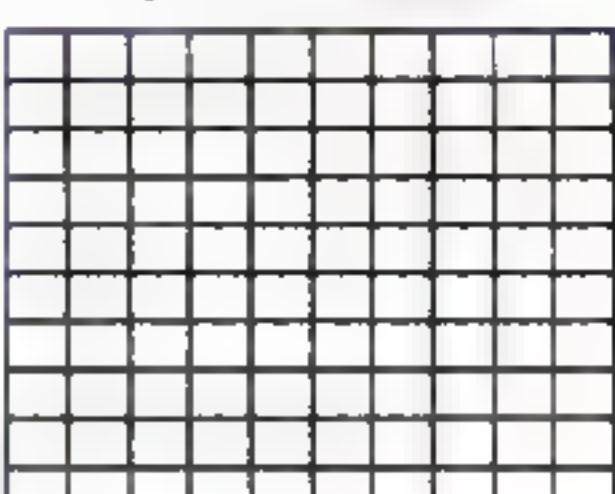
**2**

Draw arrays that prove the commutative property of multiplication :

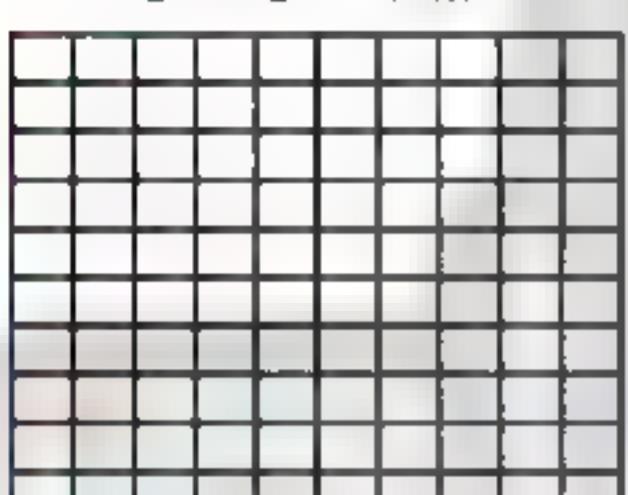
$$2 \times 7 = \dots$$



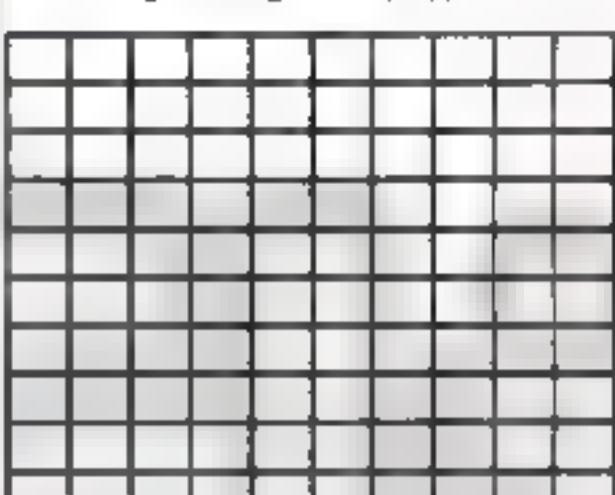
$$7 \times 2 = \dots$$



$$5 \times 3 = \dots$$



$$3 \times 5 = \dots$$



## Activity

**3**

Use a die to form array :

- Roll the die one time that is the number of rows.

- Roll the die second time that is the number of columns.

First roll : 3 → 3 rows.

Second roll : 6 → 6 columns.

- Number of array squares =  $3 \times 6 = 18$

- Number of empty squares = 30

The first player board



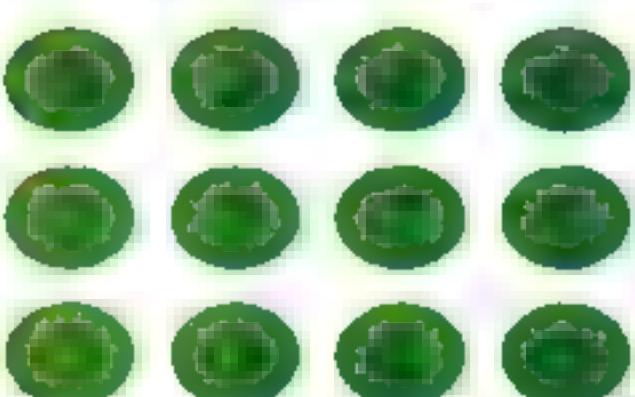
**Bakkar Series**



## Self - check on lesson ( 19 , 20 )

1

Write the multiplication and addition equation :



**Number of rows**

**Repeated addition**

**Multiplication**     $\times$     =



**Number of rows**

**Repeated addition**

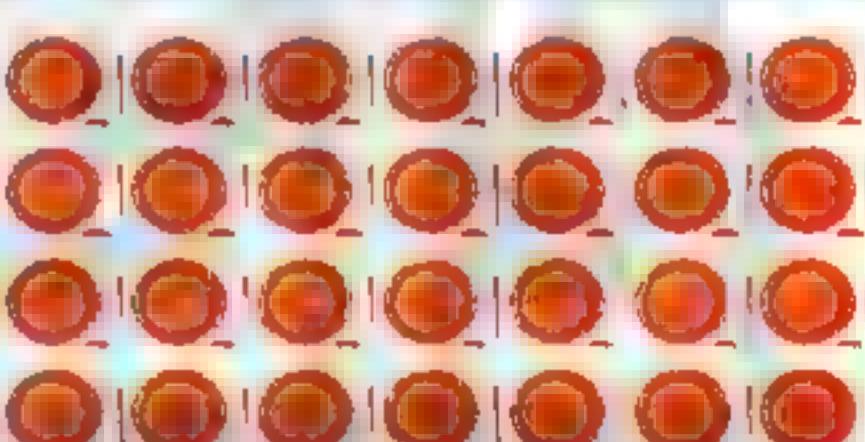
**Multiplication**     $\times$     =



**Number of rows**

**Repeated addition**

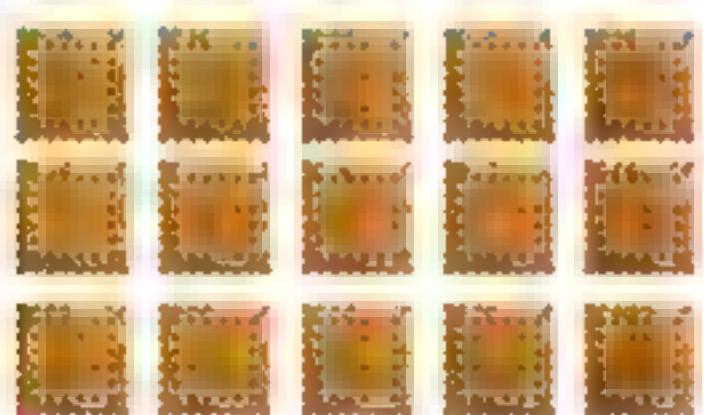
**Multiplication**     $\times$     =



**Number of rows**

**Repeated addition**

**Multiplication**     $\times$     =



**Number of rows**

**Repeated addition**

**Multiplication**     $\times$     =



**Number of rows**

**Repeated addition**

**Multiplication**     $\times$     =

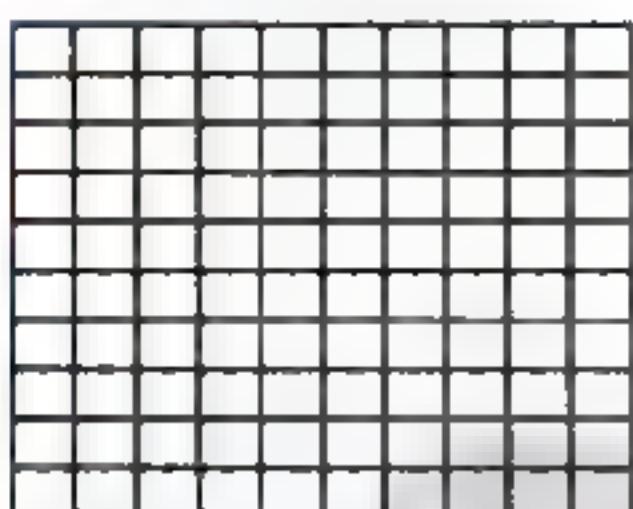
**Primary (3) - Term 1**

4

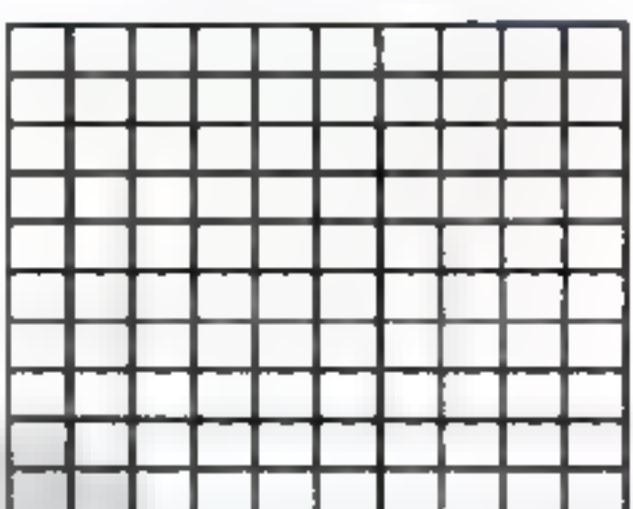
## Chapter 2

- 2 Colour according to the multiplication :

$$6 \times 4 = \dots$$



$$4 \times 6 = \dots$$



- 3 Use 6 apples to make different arrays then write the multiplication equation :



Multiplication  $\times$   $=$

Multiplication  $\dots \times \dots =$



Multiplication  $\times$   $=$



Multiplication  $\times$   $=$

- 4 As the same way use 10 apples to make different arrays then write the multiplication equation :

Bakkar Series

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## Self - check 1 Chapters 2

1 Complete the following :

a ..... + ..... + ..... + 5 = 2 375

b The place value of (5) in 29 531 is .....

c 45 thousand = ..... ( standard form )

d 5 hundreds , 3 thousands , eleven ..... in digits.

e The number just after 7 999 is .....

2 Arrange the following numbers in an ascending order :

a 9 157 , 9 517 , 9 751 , 9 715 , 9 175

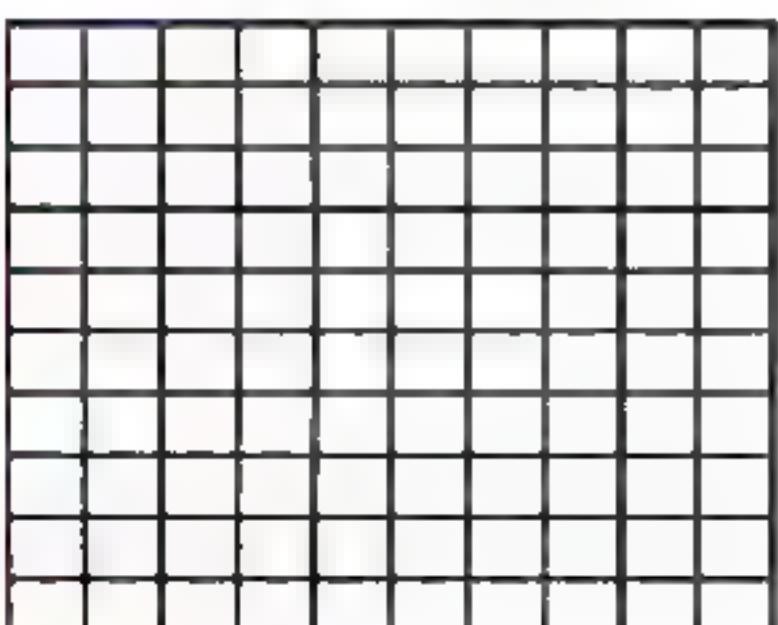
The order : .....

b 30 003 , 30 300 , 33 000 , 30 000 , 30 303

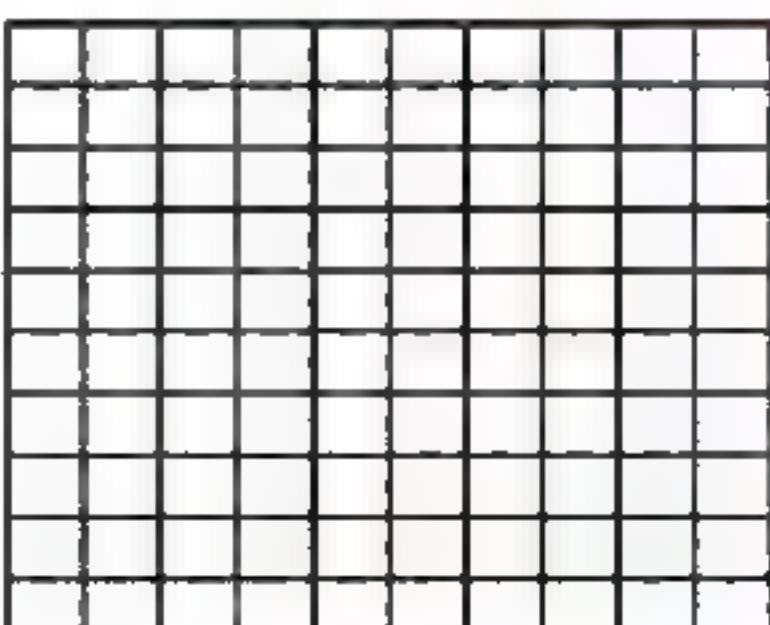
The order : .....

3 Colour according to the product :

$$9 \times 5 = \dots$$



$$5 \times 9 = \dots$$



## Self - check 2 Chapter 1, 2

**1** Choose the correct answer :

- (a) The greatest number can be formed from (0, 1, 3, 9) is .....  
(1 390, 9 310, 1 039)
- (b)  $43\ 760 = 40\ 000 + 3000 + \dots$   
(76, 700, 760)
- (c) The value of 7 in 17500 is .....  
(70000, 7000, 7)
- (d) 89 thousands = .....  
(890, 89 000, 98 000)
- (e) The place value of (9) in 29 531 is .....  
(ones, hundreds, thousand)

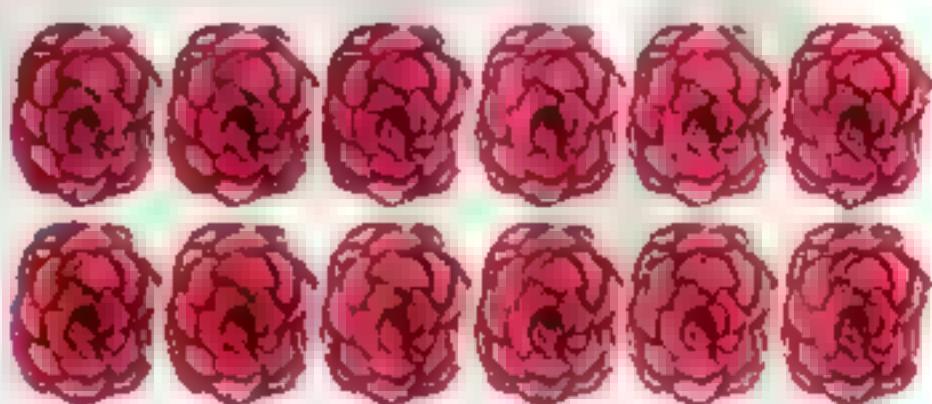
**2** Write the equation of addition and multiplication :



Number of columns

Repeated addition

Multiplication     $\times$     =



Number of rows

Repeated addition

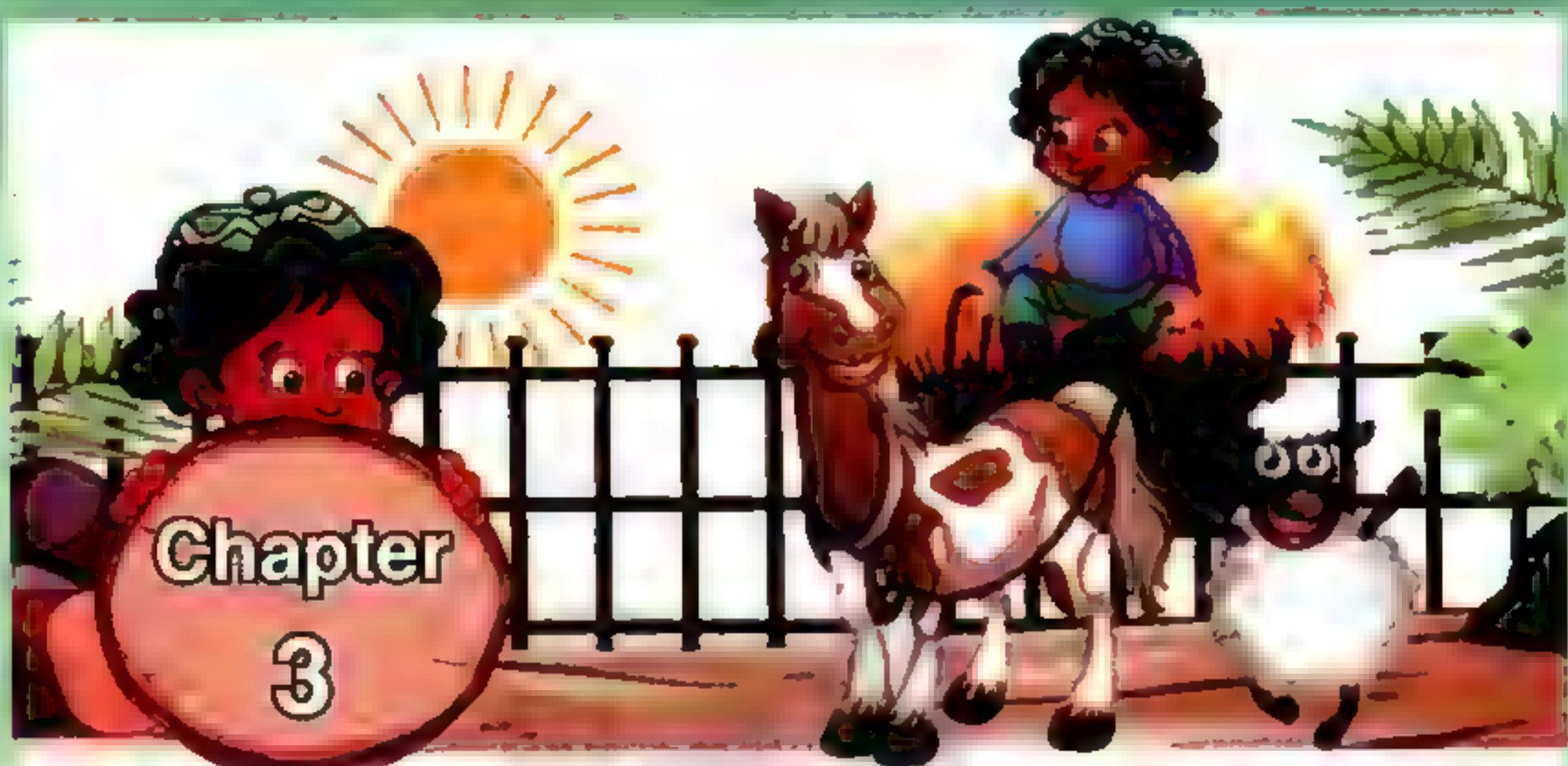
Multiplication     $\times$     =

**3** Use 8 apples to make different arrays then write multiplication equation for each :

For more exercises follow the Bakkar Self- check page (210)

**Bakkar Series**

(81)



## Multiplication facts

### (Key Vocabulary)

A Question	مسألة
Clock	ساعة
Commutative	خاصية الابدال
Division	القسمة
Equal	المتساوي
Equal groups	مجموعات متساوية
Every	كل
Factors	العوامل
Facts	الحقائق

Fair share	نصيب عادل
Half an hour	نصف ساعة
Minute	دقيقة
Modelling	النمذجة
Multiples	المضاعفات
Quotient	خارج القسمة
Split	تقسيم
Time	الوقت

### Content



Exercise  
inspired from  
Discover

هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى.

**Lesson**

( 21 , 22 )

**Story problems on multiplying  
( Multiplication facts by 4 )****Activity #1****Notice the difference between addition and multiplication :**

- a**) Amer has 3 dates and his mother gave him another 5 dates .

Number of dates with Amer =  $3 + 5 = 8$  dates

- b**) Amer has 3 bags of 4 pieces of fig each .

Number of figs with Amer =  $4 + 4 + 4 = 12$  pieces ( Addition facts )or  $3 \times 4 = 12$  pieces ( Multiplication )**Activity #2****Answer the following :**

Farha went to the store to buy Loaf for a big family dinner .

At the store, she bought 4 bags of Loafs . Each bag contained 5 Loafs .  
How many Loafs did Farha buy ?**Solution**

Number of Loafs = ..... + ..... + ..... + ..... = ..... ( Addition facts )

or ..... =  $4 \times$  ..... = 20 pieces ( Multiplication ) .**Exercise 1****Notice and complete the pattern :**On Samira's walk home she saw 6 cars. If each car has 4 wheels,  
how many wheels did she see in all ?**Solution**

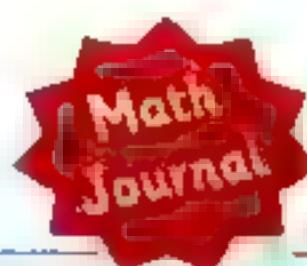
Number of wheels = ..... + ..... + ..... + ..... + ..... = ..... wheels ( Addition facts )

or ..... =  $6 \times$  ..... = 24 wheels ( Multiplication ) .**Bakkar Series**

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BAKKAR

## Multiplication facts



**Exercise 2** Mariam had 4 sweaters . Each sweater had 3 buttons it.  
How many total buttons are there on all the sweaters ?  
Number of buttons = ..... + ..... + ..... + ..... = ..... button  
(Repeated addition)

$$\text{or } = 4 \times \dots \dots = \dots \dots \text{ button ( Multiplication )}$$

**Exercise 3** Rana packed 4 boxes full of cans . Each box had 6 cans .  
How many total cans did Rana pack ?  
 $= \dots + \dots + \dots + \dots = \dots \text{ box ( Repeated addition )}$   
or  $= 4 \times \dots \dots = \dots \text{ box ( Multiplication )}$

**Exercise 4** Amir hiked for 4 days over the summer .  
Each day he hiked 7 km.  
How many km did he hike in all ?  
Number of km = ..... + ..... + ..... + ..... = ..... km  
( Repeated addition )  
or  $= 4 \times \dots \dots = \dots \text{ km ( Multiplication )}$

**Exercise 5** Each pack of pencils contains 8 pencils .  
How many pencils are in 4 packs ?  
number of pencils = ..... + ..... + ..... + ..... = ..... pencils  
(repeated addition)  
or  $= 4 \times \dots \dots = \dots \text{ pencils ( Multiplication )}$

(84)

Primary 3 - Term 1

## 4

## Chapter 3



Skip-count by 4s (multiples of 4)

0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

## Multiplication facts of 4

$$4 \times 0 = 0$$

$$4 \times 1 = 4$$

$$4 \times 2 = 8$$

$$4 \times 3 = 12$$

$$4 \times 4 = 16$$

$$4 \times 5 = 20$$

$$4 \times 6 = 24$$

$$4 \times 7 = 28$$

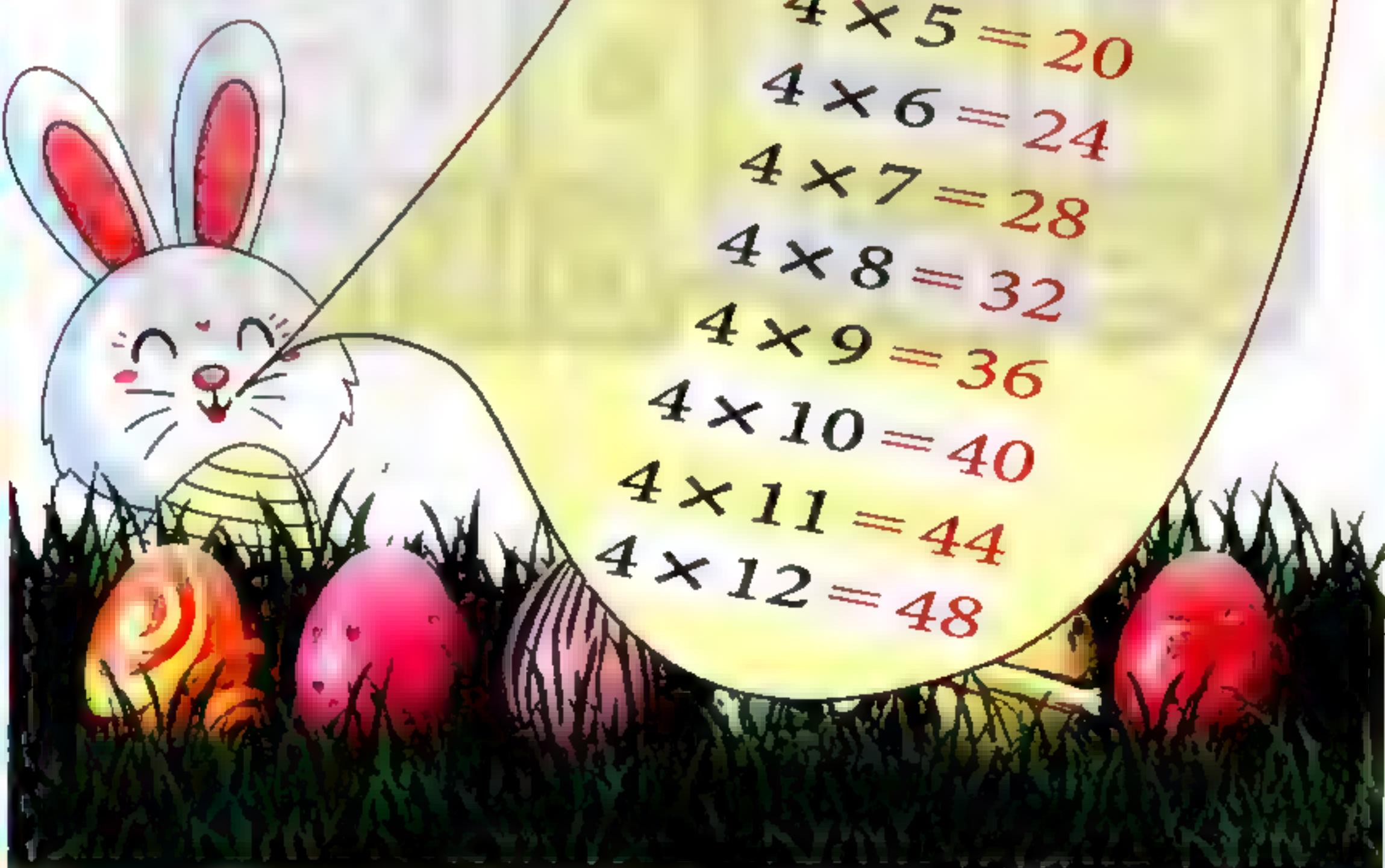
$$4 \times 8 = 32$$

$$4 \times 9 = 36$$

$$4 \times 10 = 40$$

$$4 \times 11 = 44$$

$$4 \times 12 = 48$$



Bakkar Series

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## Self - check on lesson ( 21, 22 )

**1**

**Answer the following :**

- a** Manal brought 6 bags of cookies to school . each bag had 3 cookies in it . How many cookies were there all together ?

Number of pieces = ..... = ..... piece (repeated addition)  
or = .....  $\times$  ..... = ..... piece ( Multiplication )

**b**

Sarah has picked flowers for three of her friends and wants to give each of her friend a bouquet of 4 flowers. So what is the total number of flowers that Sarah will need for all the packages ?

Number of flowers = ..... = ..... flower (repeated addition)  
or = .....  $\times$  ..... = ..... flower ( Multiplication )

**c**

Malek runs 3 km each day .

How many km does he run in 7 days ?

Number of km = ..... = ..... km (repeated addition)  
or = .....  $\times$  ..... = ..... km ( Multiplication )

**d**

A rocket needs 7 seconds to travel one kilometre .

How many seconds will it need to travel 4 kilometres

Number of seconds = ..... = ..... second (repeated addition)  
or = .....  $\times$  ..... = ..... second ( Multiplication )

**e**

A bag of oranges holds 4 oranges , how many oranges are in 8 bags ?

Number of oranges = ..... = ..... orange (repeated addition)  
or = .....  $\times$  ..... = ..... orange ( Multiplication )



## Chapter 3



2

Answer the following :

a  $4 \times 5 = \dots$   
 c  $4 \times 2 = \dots$   
 e  $4 \times 6 = \dots$   
 g  $4 \times 8 = \dots$   
 i  $4 \times 3 = \dots$

b  $4 \times 9 = \dots$   
 d  $4 \times 7 = \dots$   
 f  $4 \times 1 = \dots$   
 h  $4 \times 12 = \dots$   
 j  $4 \times 4 = \dots$

مختصر زادگرولی علی  
 فہرست  
 نوادر  
 والسن اب  
 قیجرام

3

Answer the following :

$\times$  4  
3

$\times$  4  
7

$\times$  4  
2

$\times$  4  
9

$\times$  4  
11

$\times$  4  
8

$\times$  4  
10

$\times$  4  
6

$\times$  4  
5

$\times$  4  
4

4

Write the missing number :

a .....  
 $\times$  4  
 36

b 6  
 $\times$  .....  
 24

c .....  
 $\times$  4  
 8

d 5  
 $\times$  .....  
 20

c 4  
 $\times$  .....  
 12

f .....  
 $\times$  4  
 16

g 4  
 $\times$  .....  
 28

h .....  
 $\times$  1  
 4

Bakkar Series

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**Lesson**

## ( 23 ) Multiples

**Multiplication facts of 2 & 3****Activity 1** Notice :any number  $\times 0 = 0$  $8 \times \text{Zero} = \text{Zero}$ ,  $8 + \text{Zero} = 8$ any number  $\times 1 =$  The number itself $8 \times 1 = 8$ ,  $9 = 1 + 8$ **Multiplying  $\times 0$** 

$1 \times 0 = 0$

$2 \times 0 = .$

$3 \times 0 = ..$

$4 \times 0 = ....$

$5 \times 0 = ...$

$6 \times 0 = ...$

$7 \times 0 =$

$8 \times 0 =$

$9 \times 0 = ....$

$10 \times 0 = .....$

$11 \times 0 = .$

$12 \times 0 = ....$

**Multiplying  $\times 1$** 

$1 \times 1 = 1$

$2 \times 1 = .$

$3 \times 1 = ..$

$4 \times 1 = .$

$5 \times 1 = ..$

$6 \times 1 = .$

$7 \times 1 = ..$

$8 \times 1 = .$

$9 \times 1 = ..$

$10 \times 1 = .$

$11 \times 1 = ....$

$12 \times 1 = ..$

**Activity 2** Notice the difference :also :  $215 \times 0 = 0$  $215 \times 1 = 215$  $37 \times 0 = 0$  $37 \times 1 = 37$  $103 \times 0 = 0$  $103 \times 1 = 103$  $9417 \times 0 = 0$  $9417 \times 1 = 9417$ **Primary 3 - Term 1**

## 4

## Chapter 3



Skip-count by 2s (multiples of 2)

0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Multiplication facts  $\times 2$

$$2 \times 0 = 0$$

$$2 \times 1 = 2$$

$$2 \times 2 = 4$$

$$2 \times 3 = 6$$

$$2 \times 4 = 8$$

$$2 \times 5 = 10$$

$$2 \times 6 = 12$$

$$2 \times 7 = 14$$

$$2 \times 8 = 16$$

$$2 \times 9 = 18$$

$$2 \times 10 = 20$$

$$2 \times 11 = 22$$

$$2 \times 12 = 24$$



BAKKAR

## Multiplication facts



Skip-count by 3s (multiples of 3)

0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

## Multiplication facts x 3

$$3 \times 0 = 0$$

$$3 \times 1 = 3$$

$$3 \times 2 = 6$$

$$3 \times 3 = 9$$

$$3 \times 4 = 12$$

$$3 \times 5 = 15$$

$$3 \times 6 = 18$$

$$3 \times 7 = 21$$

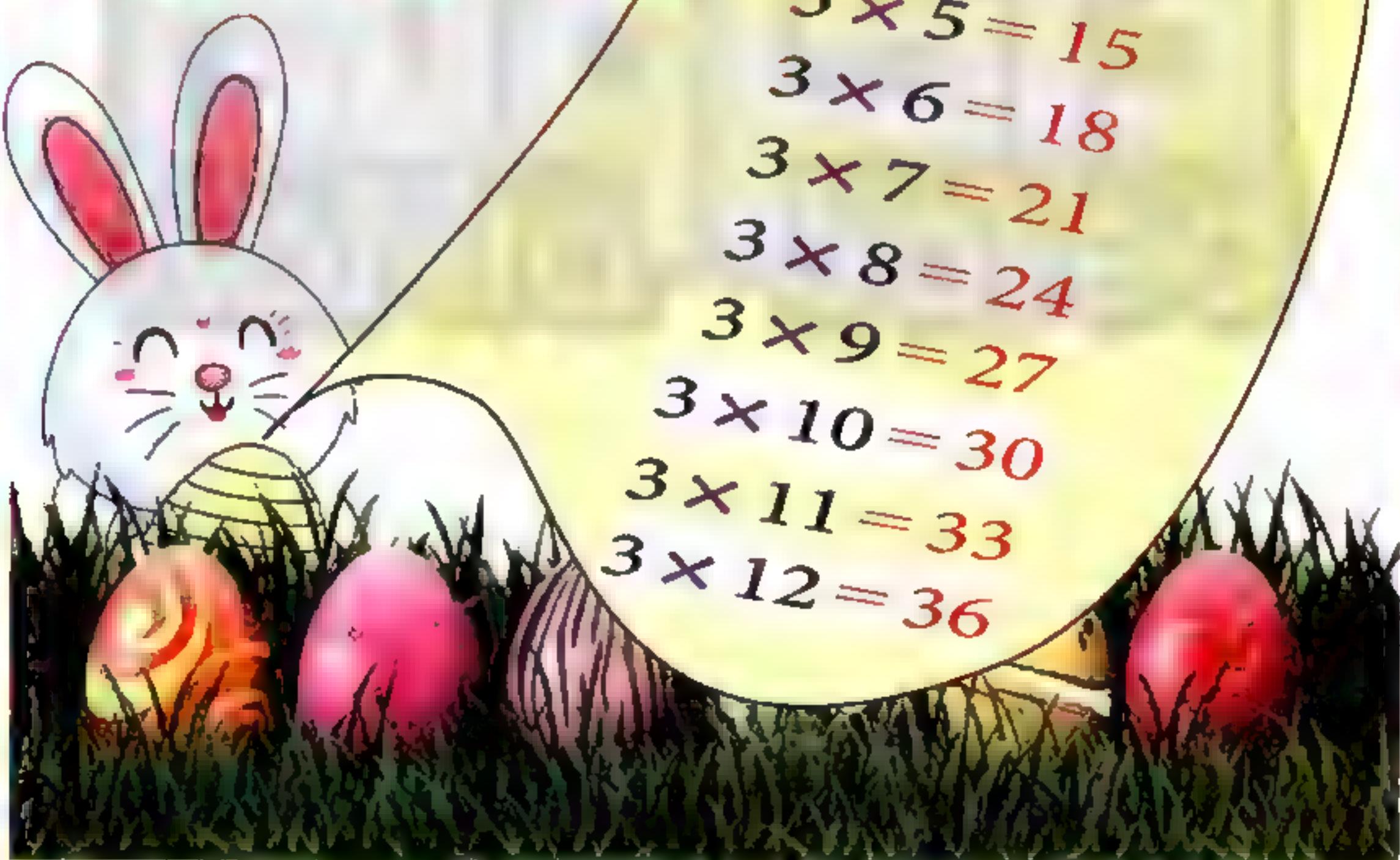
$$3 \times 8 = 24$$

$$3 \times 9 = 27$$

$$3 \times 10 = 30$$

$$3 \times 11 = 33$$

$$3 \times 12 = 36$$



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Primary 3 - Term 1

هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى.

## Chapter 3

## Activity 3 From the common multiplies for 2 and 3 :

The common factors : 0, 6, 12, 18, 24, , 120

- (a) All of factor are even numbers
- (b) Skip-count by 6s
- (c) Write a multiple for 2 and 3 and more than 120 .

The solution : the multiple is 126

## Exercise \* Answer the following :

- (a) How many wings are there in 9 birds ?

**Solution** Number of wings = .....  $\times$   
= ..... wings



- (b) The price of a doll is LE 8 .

What is the price of 2 dolls ?

**Solution** Price of 2 dolls = .....  $\times$   
= ..... pounds



- (c) If every student has to plant two trees in a school garden as a beauty school activity.

How many trees planted by 7 students?

**Solution** Number of trees = .....  $\times$   
= ..... trees



- (d) Gerges bought 3 kg of dates with 6 pounds each kg. What is the price of the dates?

**Solution** The price of the dates = .....  $\times$   
= ..... pounds



## Bakkar Series



## Self - check on lesson ( 23 )

**1**

Find the product of the following :

a)  $3 \times 0 = \dots$

b)  $3 \times 2 = \dots$

c)  $3 \times 9 = \dots$

d)  $3 \times 6 = \dots$

e)  $3 \times 11 = \dots$

f)  $3 \times 8 = \dots$

g)  $3 \times 4 = \dots$

h)  $3 \times 5 = \dots$

i)  $3 \times 7 = \dots$

j)  $3 \times 12 = \dots$

k)  $3 \times 3 = \dots$

l)  $3 \times 1 = \dots$

**2**

Complete the following :

$$\begin{array}{r} \times \\ 3 \\ \hline 3 \\ 3 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 8 \\ 8 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 7 \\ 7 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 9 \\ 9 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 2 \\ 2 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 6 \\ 6 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 0 \\ 0 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 1 \\ 1 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 5 \\ 5 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 4 \\ 4 \end{array}$$

$$\begin{array}{r} \times \\ 2 \\ \hline 4 \\ 4 \end{array}$$

$$\begin{array}{r} \times \\ 3 \\ \hline 10 \\ 10 \end{array}$$

$$\begin{array}{r} \times \\ 2 \\ \hline 8 \\ 8 \end{array}$$

$$\begin{array}{r} \times \\ 1 \\ \hline 2 \\ 2 \end{array}$$

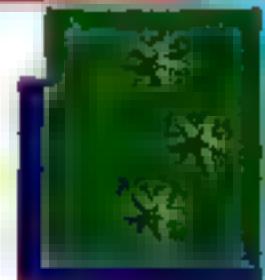
$$\begin{array}{r} \times \\ 2 \\ \hline 5 \\ 5 \end{array}$$

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Primary (3) - Term 1



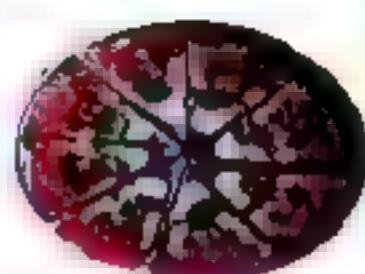
## Chapter 3



## (3) Answer the following :

- (a) If the box of cheese has 8 pieces , how many pieces in 3 boxes ?

**Solution** Number of pieces = .....  $\times$  8  
= ..... pieces.



- (b) Mohammed bought 9 pens and the price of a pen was 3 pounds.

How much are the pens cost ?



**Solution** The price of the pens = .....  $\times$  9  
= ..... pounds.

- (c) How many days in 2 weeks ?

**Solution** Number of days in 2 weeks = 2  $\times$   
= ..... days.



- (d) How many legs are there in 3 chickens ?

**Solution** Number of legs = 3  $\times$   
= ..... legs.



- (e) If the fan has 3 feather , find the number of feather in 5 fans:

**Solution** Number of feathers = .....  $\times$   
= ..... feather .



**Bakkar Series**

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BAKKAR

## Multiplication facts

4 Complete using ( $<$ ,  $>$ ,  $=$ )

(a)  $3 \times 1$   4

(b)  $2 \times 8$   8

(c)  $3 \times 4$   12

(d)  $3 \times 7$   20

(e)  $3 \times 5$   14

(f)  $12 \times 0$   12

(g)  $1 \times 4$   5

(h)  $3 + 7$    $2 \times 3$

5 Complete using (+,  $\times$ ,  $-$ )

(a)  $3$    $7 = 21$

(b)  $7$    $3 = 10$

(c)  $7$    $3 = 4$

(d)  $3$    $0 = 0$

(e)  $2$    $5 = 10$

(f)  $2$    $5 = 7$

(g)  $5$    $2 = 3$

(h)  $3$    $9 = 12$

(i)  $3$    $9 = 27$

(j)  $8$    $3 = 24$

(k)  $3$    $0 = 3$

(l)  $3$    $4 = 7$

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Primary (3) - Term 1

## Lesson

( 24 )

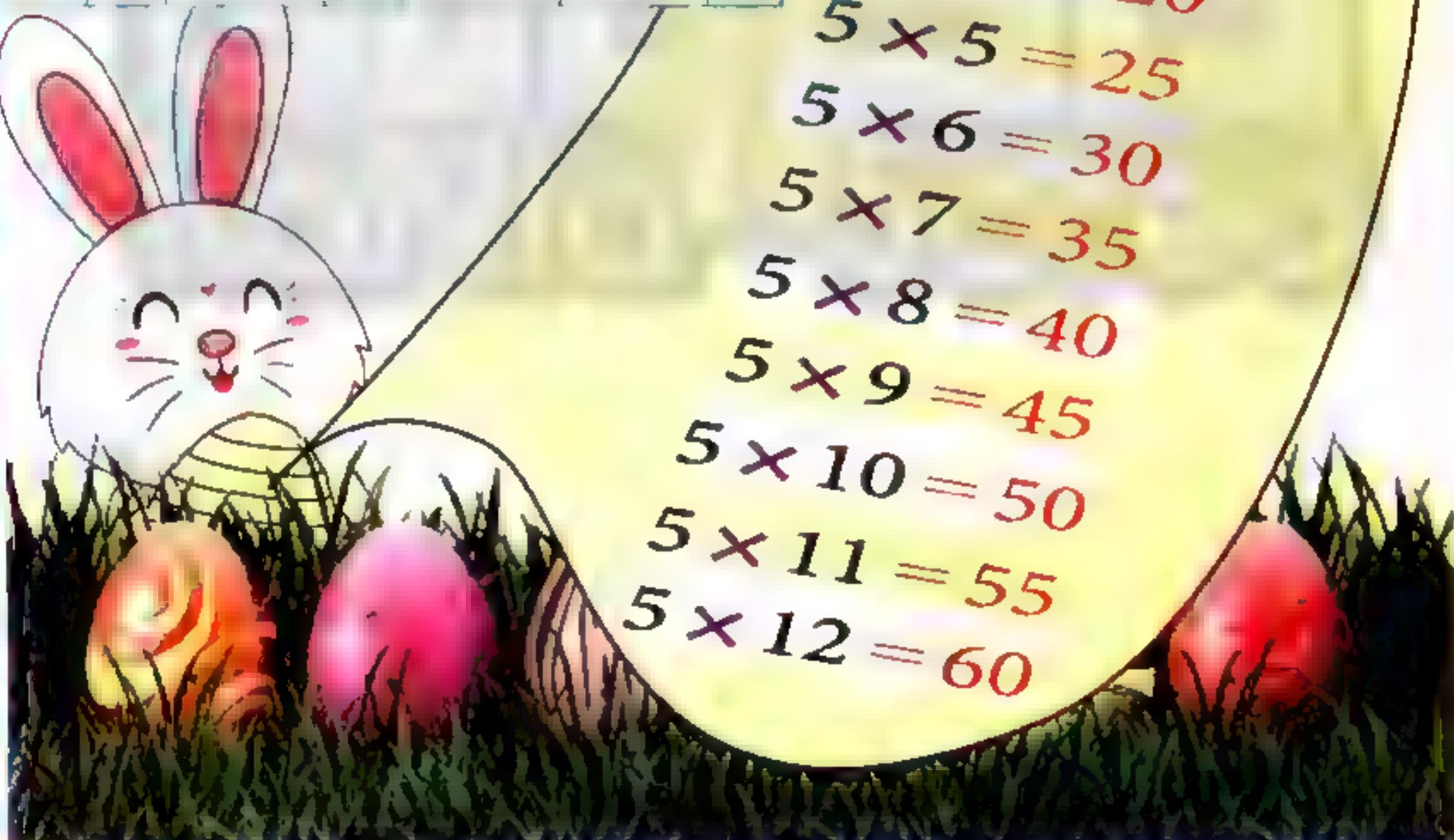
- First -  
Multiples of numbers 5 , 10



Skip-count by 5s ( multiples of 5 )

0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



Multiplication facts x 5

$$\begin{aligned}
 5 \times 0 &= 0 \\
 5 \times 1 &= 5 \\
 5 \times 2 &= 10 \\
 5 \times 3 &= 15 \\
 5 \times 4 &= 20 \\
 5 \times 5 &= 25 \\
 5 \times 6 &= 30 \\
 5 \times 7 &= 35 \\
 5 \times 8 &= 40 \\
 5 \times 9 &= 45 \\
 5 \times 10 &= 50 \\
 5 \times 11 &= 55 \\
 5 \times 12 &= 60
 \end{aligned}$$

Bakkar Series

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BAKKAR

## Multiplication facts



Skip-count by 10s (multiples of 10)

0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

## Multiplication facts x 10

$$10 \times 0 = 0$$

$$10 \times 1 = 10$$

$$10 \times 2 = 20$$

$$10 \times 3 = 30$$

$$10 \times 4 = 40$$

$$10 \times 5 = 50$$

$$10 \times 6 = 60$$

$$10 \times 7 = 70$$

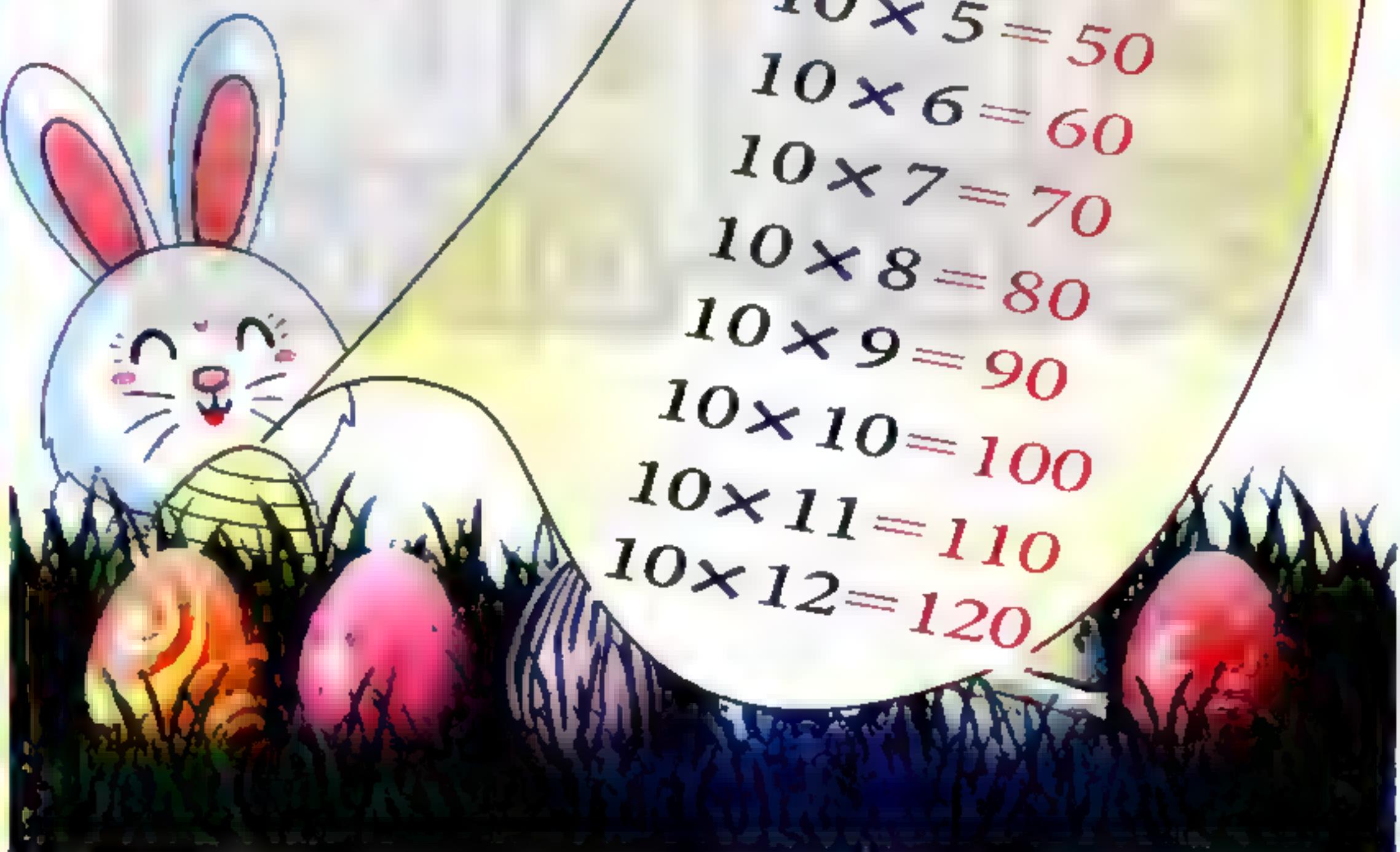
$$10 \times 8 = 80$$

$$10 \times 9 = 90$$

$$10 \times 10 = 100$$

$$10 \times 11 = 110$$

$$10 \times 12 = 120$$



Primary 3 - Term 1

## Self - check on lesson( 24 -First )

**(1) Find the product of the following :**

a  $5 \times 0 =$

b  $10 \times 2 =$

c  $10 \times 1 =$

d  $5 \times 11 =$

e  $5 \times 4 =$

f  $5 \times 5 =$

g  $5 \times 6 =$

h  $10 \times 5 =$

i  $10 \times 8 =$

j  $5 \times 10 =$

k  $10 \times 6 = \dots$

l  $10 \times 3 =$

**(2) Complete the following :**

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 7 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 3 \\ \hline 5 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 2 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 9 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 0 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 4 \\ \hline 5 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 6 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 5 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 3 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 5 \\ \hline 8 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 7 \\ \hline 4 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 3 \\ \hline 3 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 4 \\ \hline 2 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 3 \\ \hline 0 & \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & 1 \\ \hline 2 & \\ \hline \end{array}$$

**Bakkar Series**

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BAKKAR

## Multiplication facts

## 3 Write the missing number :

(a)  $3 \times \dots = 30$

(b)  $\dots \times 5 = 50$

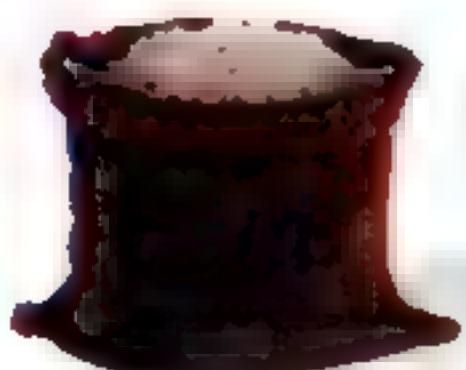
(c)  $10 \times \dots = 60$

(d)  $\dots \times 6 = 36$

(e)  $2 \times \dots = 18$

(f)  $5 \times \dots = 20$

## 4 Look at the lest price then complete :



Rice

5 LE



oil

9 LE



bread

1 LE



lentil

10 LE



cheese

4 LE

(a) The price of 5 bottles of oil  $= 5 \times \dots = \dots$  ponds(b) The price of 5 kilogram of lentil  $= 5 \times \dots = \dots$  ponds(c) The price of 8 kilogram of rice  $= 8 \times \dots = \dots$  ponds(d) The price of 10 boxes of cheese  $= 10 \times \dots = \dots$  ponds(e) The price of 4 loaves of bread  $= 4 \times \dots = \dots$  ponds

## Lesson

( 24 )

**-Second-  
multiplication facts of 7**

**Activity ①** Skip-count by 7s  
**Complete the multiplication facts of 7**

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

**Multiplication facts x 7**

$$\begin{aligned}
 7 \times 0 &= 0 \\
 7 \times 1 &= 7 \\
 7 \times 2 &= \\
 7 \times 3 &= 21 \\
 7 \times 4 &= \\
 7 \times 5 &= \\
 7 \times 6 &= \\
 7 \times 7 &= \\
 7 \times 8 &= \\
 7 \times 9 &= \\
 7 \times 10 &= 70 \\
 7 \times 11 &= \\
 7 \times 12 &= 84
 \end{aligned}$$

**Bakkar Series**

## Self - check on lesson( 24 -Second)

### 1 From the multiplication facts complete :

a  $7 \times 6 =$  . . .  
 c  $4 \times 7 =$  . . .  
 e  $7 \times 0 =$  . . .  
 g  $7 \times 3 =$  . . .  
 i  $7 \times 5 =$  . . .  
 k  $3 \times 8 =$  . . .

b  $7 \times 7 =$  . . .  
 d  $7 \times 1 =$  . . .  
 f  $7 \times 2 =$  . . .  
 h  $7 \times 8 =$  . . .  
 j  $7 \times 4 =$  . . .  
 l  $2 \times 5 =$  . . .

### 2 Complete the following :

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

### 3 Complete in the same pattern :

- a 0 , 7 , 14 , , ,  
 b 63 , 56 , 49 , , ,  
 c 28 , , 42 , 49 , ,  
 d 49 , 42 , , , 21 ,

فوجہ زاکرولی علی  
 فسیروک  
 توہنر  
 والمن اب  
 تیکرائیم

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Primary (3) - Term 1



4

Complete using (+, ×, -) :

(a)  $7 \bigcirc 1 = 8$

(c)  $7 \bigcirc 1 = 7$

(e)  $7 \bigcirc 0 = \text{zero}$

(g)  $3 \times 7 = 20 \bigcirc 1$

(i)  $7 \bigcirc 2 = 20 \bigcirc 6$

(b)  $7 \bigcirc 1 = 6$

(d)  $7 \bigcirc 7 = 49$

(f)  $7 \bigcirc 0 = 7$

(h)  $3 \bigcirc 7 = 9 \bigcirc 1$

(j)  $7 \bigcirc 2 = (2 \times 7)$

5

Answer the following :

(a) Savings are a great business, if Kenzy saves 3 pounds daily .

How many pounds do Kenzy save in a week ?

**Solution** What Kenzy save in a week =  $3 \times \dots = \dots$  pounds .

(b) If the worker works 7 hours a day for 6 days a week .

How many hours does he work per week ?

**Solution** Number of hours = .....  $\times$  ..... = ..... hours .

(c) How many days in 9 weeks ?

**Solution** Number of days = .....  $\times$  9 = ..... days .

(d) The third primary class pupils stood in 7 rows in each row

5 students . How many pupils in the class ?

**Solution** Number of pupils =  $7 \times \dots = \dots$  pupils .

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**Bakkar Series**

**Lesson**

( 25 )

First : multiplication facts  $\times 6$ 

Factorizing the number into two factors



Skip-count by 6s ( multiples of 6 )

0 , 6 , 12 , 18 , 24 , 30 , 36 , 42 , 48 , 54 , 60 , 66 , 72

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

**Multiplication facts  $\times 6$** 

$$\begin{aligned}6 \times 0 &= 0 \\6 \times 1 &= 6 \\6 \times 2 &= 12 \\6 \times 3 &= 18 \\6 \times 4 &= 24 \\6 \times 5 &= 30 \\6 \times 6 &= 36 \\6 \times 7 &= 42 \\6 \times 8 &= 48 \\6 \times 9 &= 54 \\6 \times 10 &= 60 \\6 \times 11 &= 66 \\6 \times 12 &= 72\end{aligned}$$



## Chapter 3

Activity 1

From 6 chair make all possible arrays  
and write the factors of 6 :



Two rows with 3 chair

$2 \times 3 = 6$



one row with 6 chair

$1 \times 6 = 6$



Six rows with 1 chair

$6 \times 1 = 6$



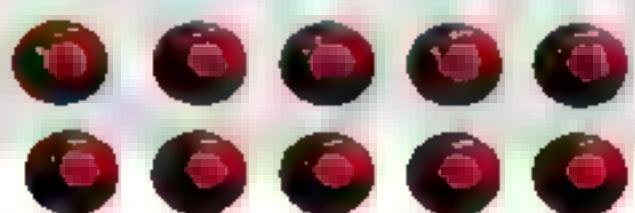
Three rows with 2 chair

$3 \times 2 = 6$

Factors of 6 : 1 , 2 , 3 , 6

Exercise 1

From 10 balls make all possible arrays  
and write the factors of 10 :



Two rows with 5 balls

$2 \times 5 = \dots$



one row with 10 balls

$1 \times 10 = \dots$



Ten rows with 1 balls

$10 \times 1 = \dots$



Five rows with 2 balls

$5 \times 2 = \dots$

Factors of 10 : ..... , ..... , ..... , .....

Bakkar Series

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BAKKAR

## Multiplication facts

Exercise

2

From 8 chair make all possible arrays :

\* one row with 8 chair

$$1 \times 8 = 8$$

 $\times \times \times \times \times \times \times$ 

\* Two rows with 4 chair

$$\times \times \times \times \quad 2 \times 4 = 8$$

 $\times \times \times \times$ 

\* Four rows with 2 chair

 $\times \times$ 

$$\times \times \quad 4 \times 2 = 8$$

 $\times \times$  $\times \times$ 

\* Eight rows with 1 chair

$$8 \times 1 = 8$$

 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$ 

Factors of 8 : ..., ..., ..., ...

Exercise

3

From 9 chair make all possible arrays :

\* one row with 9 chair

$$1 \times 9 = 9$$

 $\times \times \times \times \times \times \times \times$ 

\* Nine rows with 1 chair

$$9 \times 1 = 9$$

 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$   
 $\times$ 

\* Three rows with 3 chair

$$3 \times 3 = 9 \quad \times \times \times$$

 $\times \times \times$  $\times \times \times$ 

Factors of 9 : ..., ..., ...

Primary (3) - Term 1

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## Self - check on lesson( 25 -First )

**1** From multiplication facts complete the following :

a)  $6 \times 6 =$

c)  $5 \times 5 =$

e)  $6 \times 0 =$

g)  $6 \times 3 =$

i)  $6 \times 5 =$

k)  $3 \times 7 =$  .....

b)  $6 \times 7 =$

d)  $6 \times 1 =$

f)  $6 \times 2 =$

h)  $6 \times 8 =$

j)  $6 \times 4 =$

l)  $4 \times 5 =$

**2** Complete the following :

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

**3** Complete using [  $<$ ,  $=$ ,  $>$  ] :

a)  $6 \times 6$    $6 \times 5$

b)  $6 \times 2$   .....  $6 \times 3$

c)  $6 \times 1$    $6 \times 0$

d)  $6 \times 5$   .....  $5 \times 6$

e)  $6 \times 8$    $6 \times 9$

f)  $(5 \times 5) + 5$    $(6 \times 6) - 6$

**Bakkar Series**

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4

**Write two factors to get the following as in (a):**

- a Their product 8
  - b Their product 12
  - c Their product 20
  - d Their product 10
  - e Their product 15

The two factors are (1, 8) or (2, 4)

The two factors are xxxxxxxxxxxx

The two factors are                  and                 .

The two factors are .....  
.....

The two factors are ..... and .....

5

**Answer the following :**

- a Hassan study every day for 5 hours. He goes out with his family on Friday for a walk .

**How many hours does Hassan study in a week?**

**Solution** The number of days of the week = ... days

The number of study days = days

The number of studying hours per day = hours

The number of studying hours per day = ..... hours

The number of studying hours per week =  $\frac{1}{7} \times$  .

- hours

- b** Mary bought six books , the price of one book is 4 pounds .  
Find the price of all books ?

**Solution** The price of books = . . . × . . .  
= Pounds.

- c Basem bought 7 books for 6 pounds each , so what is the price of what he paid ?

**Solution** Total what he paid = .....  $\times$  ..  
= ..... Pounds

## Lesson

(25)

### **Second : multiplication facts $\times 8$**

## **Factorizing the number into two factors**

## Activity 6.10

**By using Skip-count by 8s on 120 chart  
complete multiplication facts  $\times 8$**



$0, 8, \dots, \dots, \dots, 3, \dots, 2, \dots, 1, \dots, 0$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



Bakkar Series

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BAKKAR

Multiplication facts

Factorizing the number into two factors

Activity

2 Write the factors of number 9 :



Factors of number 9 : 1, 3, 9

Exercise

1

Complete the factors of the number :



Factors of number 14 are : \_\_\_\_\_



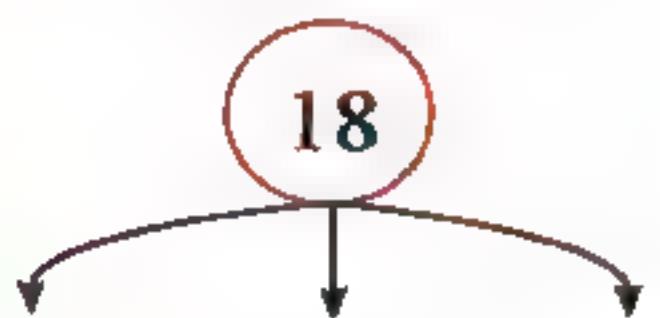
Factors of number 10 are : \_\_\_\_\_



Factors of number 22 are : \_\_\_\_\_



Factors of number 15 are : \_\_\_\_\_



Factors of number 18 are : \_\_\_\_\_



Factors of number 12 are : \_\_\_\_\_

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Primary 3 - Term 1

## Self - check on lesson(25 -Second)

**1**

Answer the following :

a)  $8 \times 6 = \dots$

b)  $8 \times 7 = \dots$

c)  $8 \times 4 = \dots$

d)  $8 \times 1 = \dots$

e)  $8 \times 0 = \dots$

f)  $8 \times 5 = \dots$

g)  $8 \times 3 = \dots$

h)  $8 \times 8 = \dots$

**2**

Complete :

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

**3**

Complete with the same pattern :

a) 8 , 16 , 24 , ..... ,

لگو زاکرولی علی  
فیسبوک  
ٹوئٹر  
والیں اب  
تیجراں

b) 64 , ..... , 48 , ..... , 32

c) 40 , 48 , ..... , 64 ,

d) 40 , 32 , ..... , 8

**Bakkar Series**

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BAKKAR

## Multiplication facts

4 Complete using [ $<$ ,  $=$ ,  $>$ ]:

(a)  $8 \times 6$   50

(b)  $8 \times 0$   1

(c)  $8 \times 5$   40

(d)  $8 \times 1$   8

(e)  $8 \times 3$   20

(f)  $6 \times 3$   20

(g)  $8 \times 2$   10

(h)  $7 \times 5$   45

(i)  $8 \times 7$   56

(j)  $7 \times 7$   48

5 Answer the following :

(a) How many days in 8 weeks?

**Solution** Number of days =  $8 \times$   = days.

(b) If a family consumes 6 bottles of water per day,

How many bottles do you consume in 8 days?

**Solution** Number of litres =  $\times$   = bottles

(c) If the box of cheese contains 8 pieces of cheese triangles,

How many pieces are in 9 boxes?

**Solution** Number of pieces =  $8 \times$   = pieces

(d) If the number of legs in one chair is 4 legs,

How many legs are there in 8 chairs?

**Solution** The number of legs in 8 chairs =  $\times$

= legs

Primary 3 - Term 1

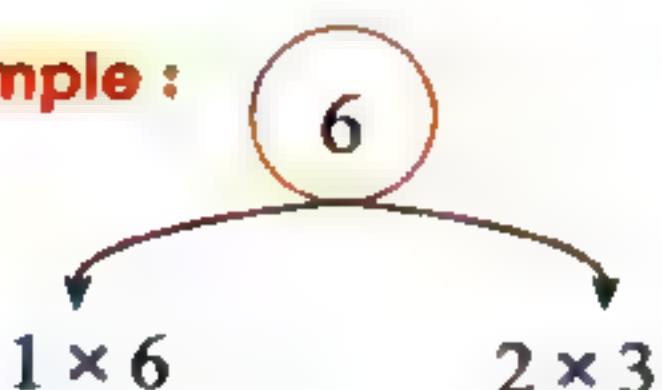


## Chapter 3

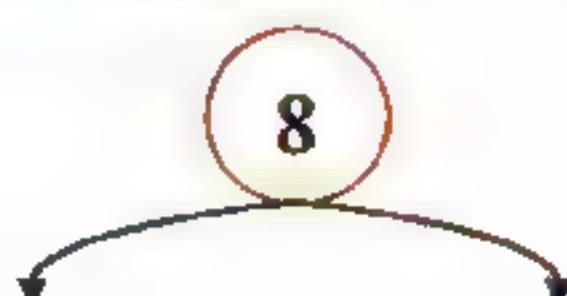


- 6 Complete the factors of the number as Ex :

**Example :**



Factors of number 6 are : 1, 2, 3, 6



Factors of number 8 are :



Factors of number 35 are :



Factors of number 21 are :



Factors of number 20 are :



Factors of number 16 are :

- 7 Complete the Factors of the number :

Number	Factors of number	Number of Factors
5	1, 5	2
4		
11		
26		
28		

**Bakkar Series**

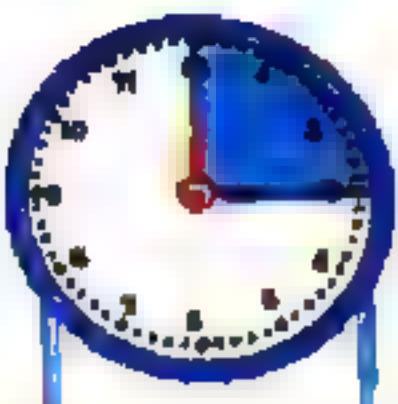


## Lesson

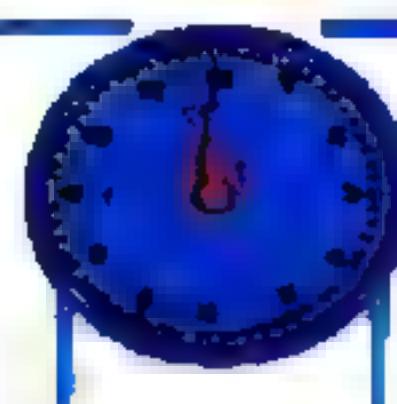
( 26 , 27 )

## The time

Activity 1 Notice the shaded part of the watch :

Quarter of an hour  
= 15 minutesHalf an hour  
= 30 minutes

Quarter to an hour = 45 minutes

1 hour  
= 60 minutes

Activity 2 Notice the time shown :



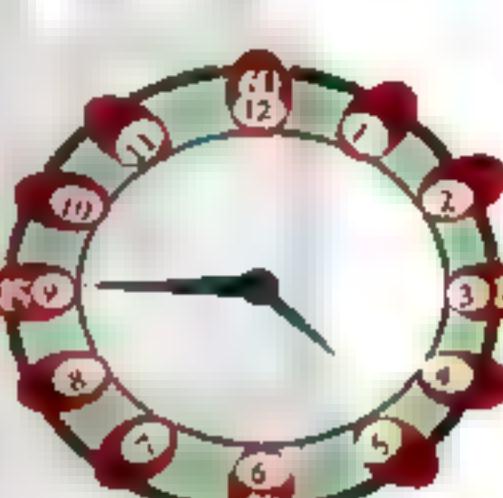
4 :00



4 :15

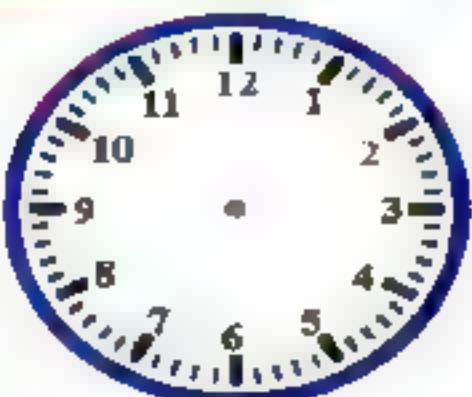


4 :30



4 :45

Exercise 1 Draw hands according to the time :



2 : 00



2 : 15



2 : 30



2 : 45

Primary 3 - Term 1

Activity 3

Notice the pattern :

Beginning of  
counting  
Time



5 minutes



10 minutes



15 minutes  
- Quarter  
of an hour



20 minutes  
third of an  
hour



25 minutes



30 minutes  
- Half an  
hour



35 minutes



40 minutes



45 minutes



50 minutes



55 minutes



60 minutes  
One hour

Bakkar Series

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BAKKAR

## Multiplication facts

Activity

4 Notice the time :

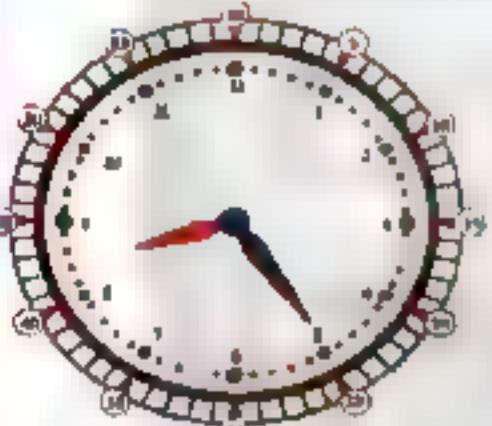
8 :00

Eight o'clock



8 :05

Its : 5 past Eight



8 :10

Its : 10 past Eight



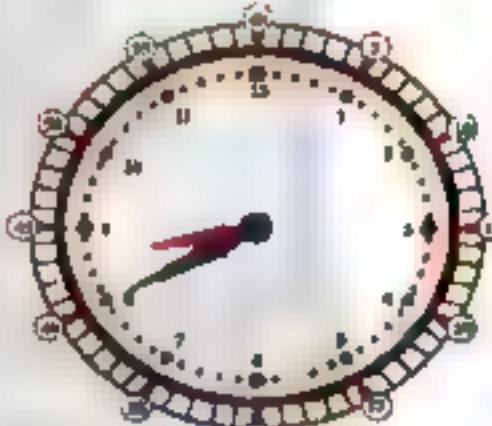
8 :15

Its : quarter past Eight



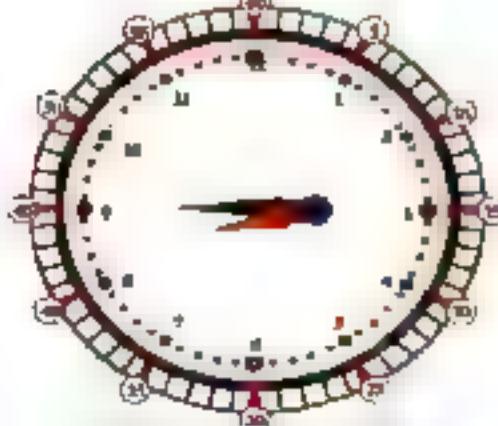
8 :20

Its : 20 past Eight



8 :25

Its : 25 past Eight



8 :30

Its : half past Eight



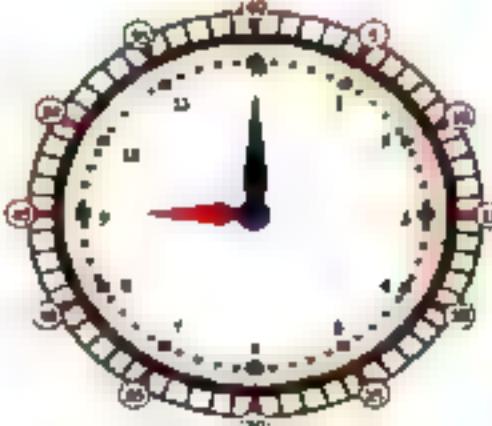
8 :35

Its : 35 past Eight



8 :40

Its : 20 to 9



8 :45

Its : quarter to nine

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8 :50

Its : 10 to 9

8 :55

Its : 5 to 9

9 :00

Its : Nine o'clock

Primary 3 - Term 1

قۇچ جىڭ زاكرولى على  
فەرسەنوك  
لۇپلۇر  
ۋالىس اب  
تىپىرىم



## Chapter 3

Activity 5

Draw hands according to the time :

Half past  
twoSeven and  
50 minutesQuarter  
past fourFive past  
Eleven20 past  
Nine

Six o'clock

Ten past  
ElevenQuarter  
past five

Activity 6

Mohammed go out at In the morning ,

he arrived at school at

The time he spent = ..... minutes .

Exercise 2

Hisham sat for lunch at . It took 20 minutes to eat food . Draw the two hands on the clock shown

the new time .

Bakkar Series

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BAKKAR

## Multiplication facts



## Activities from Math Journal

## Activity 1

The mother put the cookies in the oven at 7:00 and when she removed the cookies, the hour looked like the picture ,  
How many minutes did it take cakes ?

**Solution** The time = ..... minutes .



## Activity 2

She leaves school at 3:00 pm, and when she gets home the time was as the picture.  
How many minutes did she take to go to home ?

**Solution** The time = ..... minutes .



## Activity 3

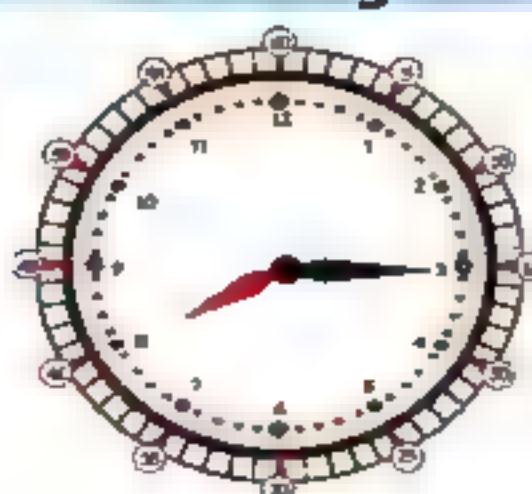
If the distance from school to home is 45 minutes on foot, and you leave school 3:00 ,  
What time will you get home?  
Draw the time on the watch.



**Solution** The time :

## Activity 4

Join the analog watch with the digit clock:



8 : 03

3 : 40

8 : 15

Primary 3 - Term 1

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## Self - check on lesson ( 26 , 27 )

- 1** Write the time as an example :



**EX** 9 : 05



..... : .....



..... : .....



..... : .....



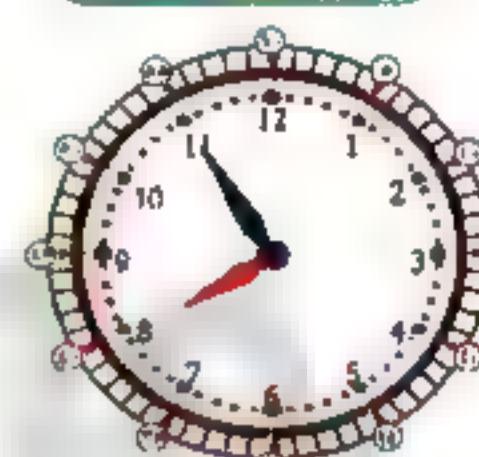
..... : .....



..... : .....



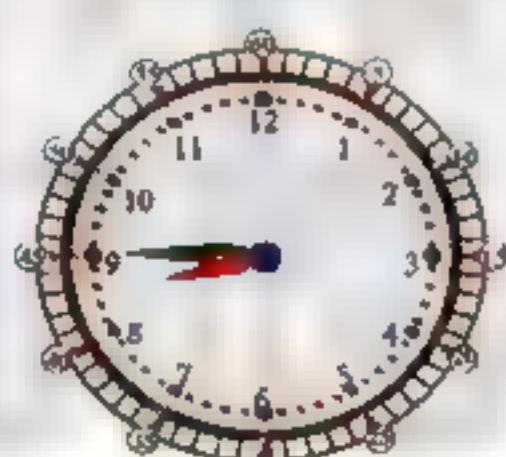
..... : .....



..... : .....



..... : .....



..... : .....



..... : .....



..... : .....

- 2**

Rajab went to the grocery store at



Evening ,

then he went home at



The time it took = ..... minutes

**Bakkar Series**

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BAKKAR

## Multiplication facts

- 3 Draw the short hand only for each of the following watches :



20 to three



10 past 4



Half past four



Nine o'clock



35 past three



Quarter past one



20 past ten



5 past five

- 4 Draw the long hand only for each of the following watches :



25 past three



10 past Four



Half past five



One o'clock



Quarter past eight



Three o'clock



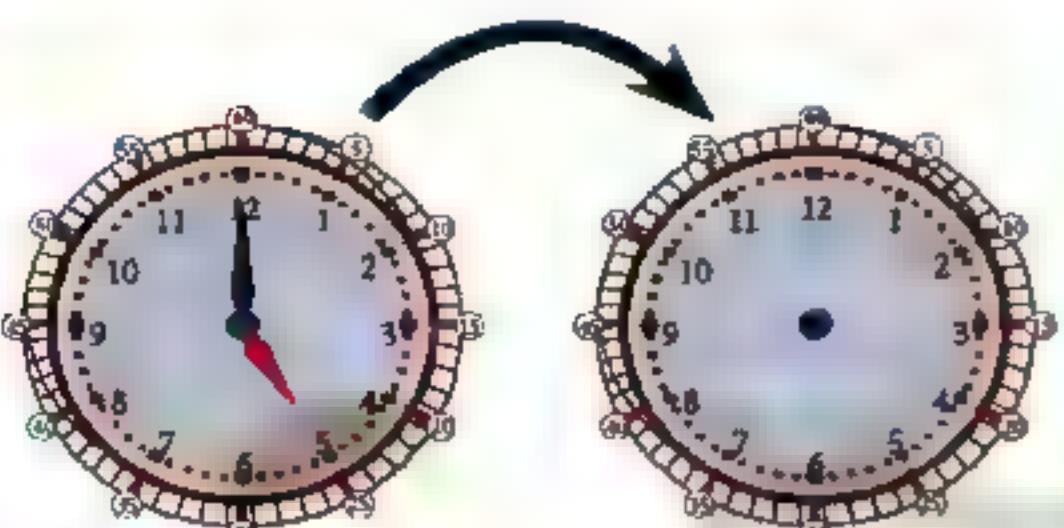
5 past two



Quarter past seven

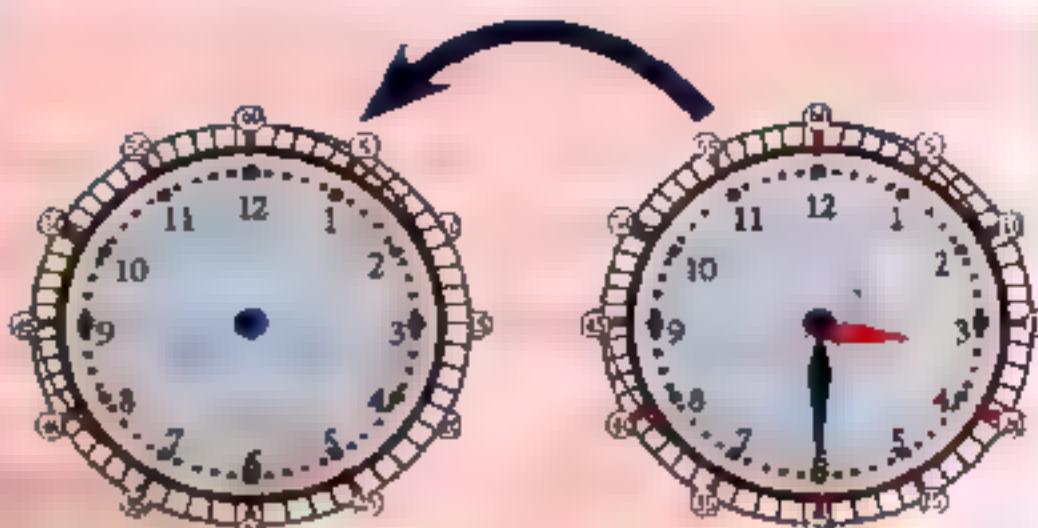


5 Draw the hands according to the following cases :



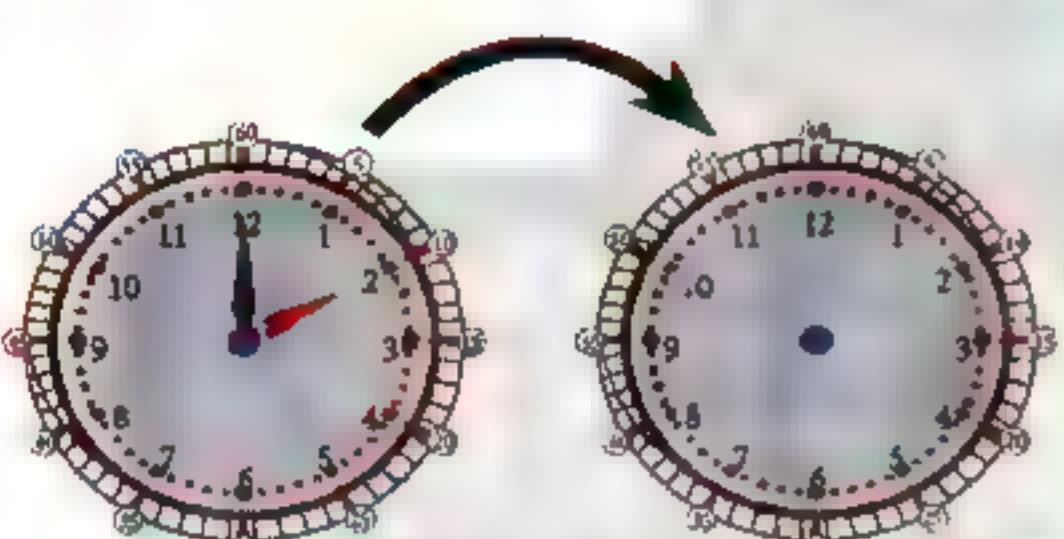
Now

After an hour



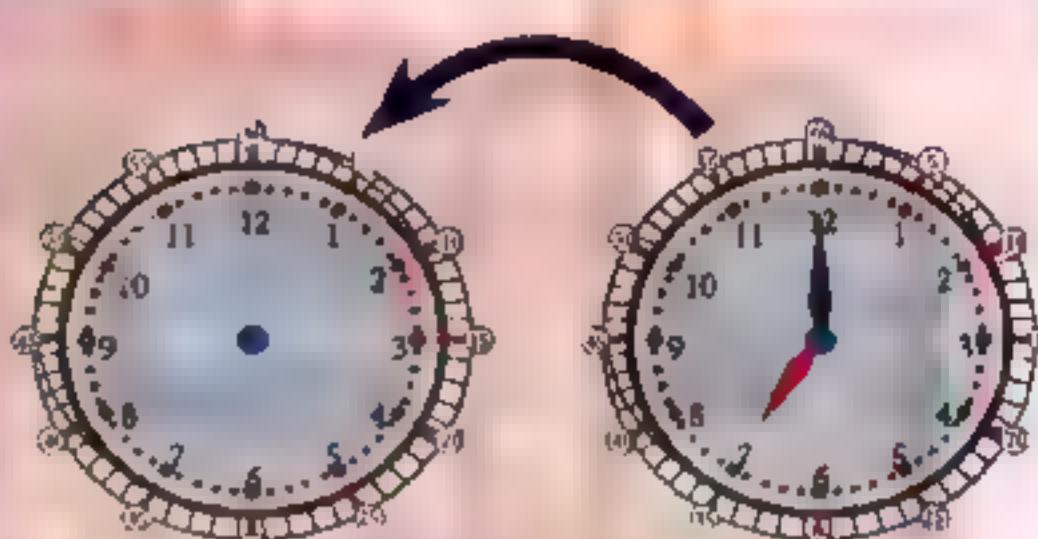
Until one hour

Now



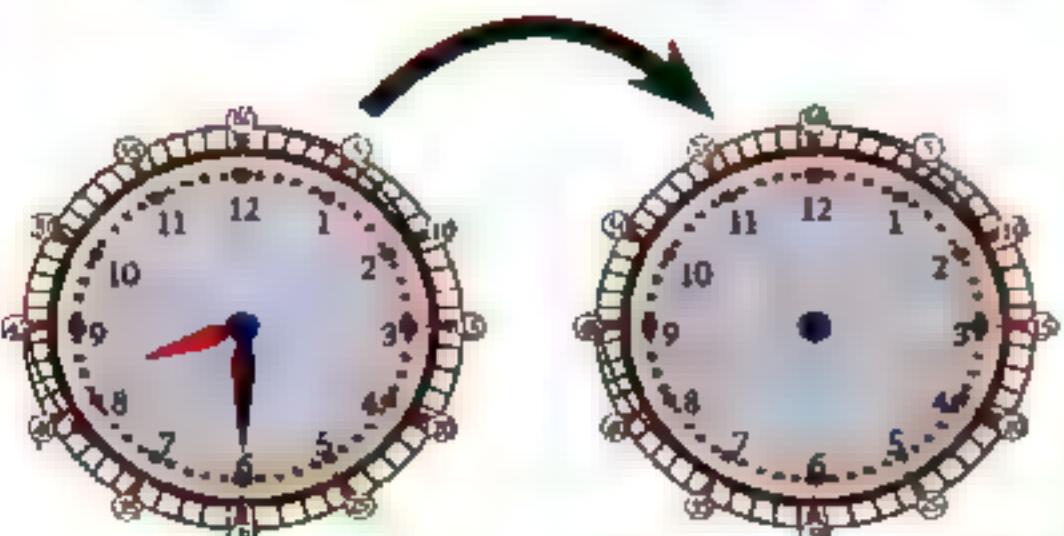
Now

After 3 hours



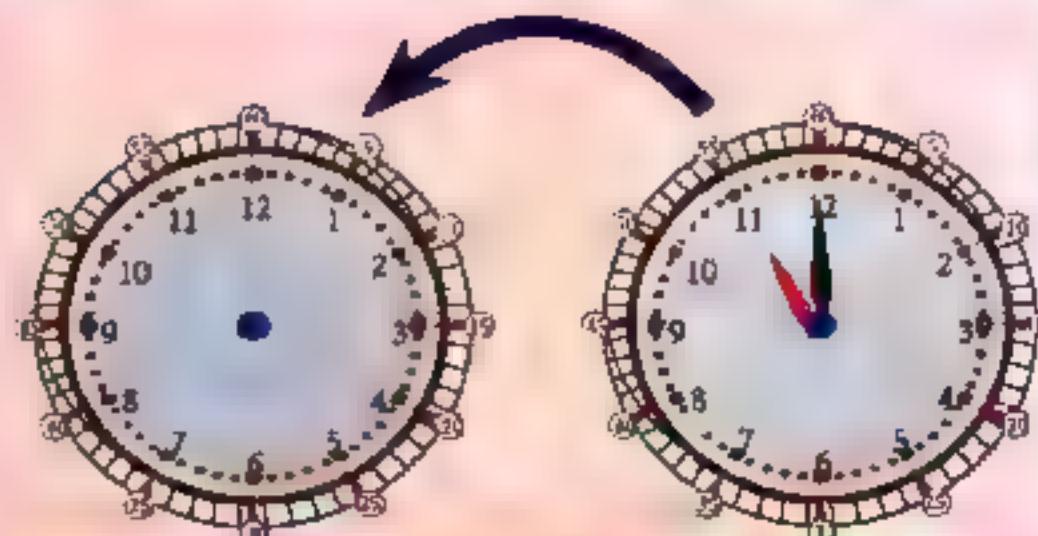
Until 2 hours

Now



Now

After half an hour



Until half an hour

Now

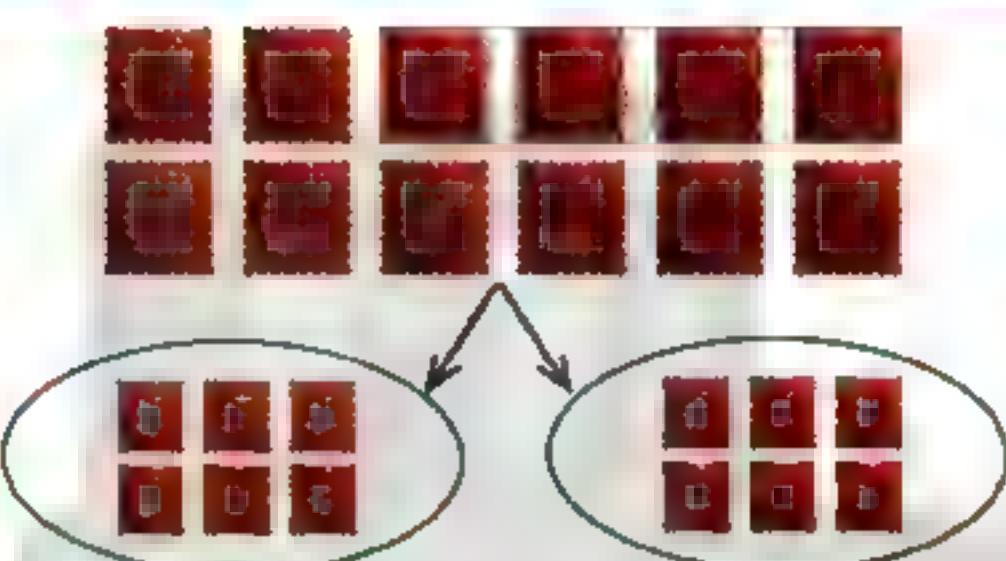
## Lesson

( 28 , 29 )

## Division

## Activity 1

Yesterday I bought a box of 12 biscuits from the store and I want to share them with my friend equally. How many biscuits should each of us take ?

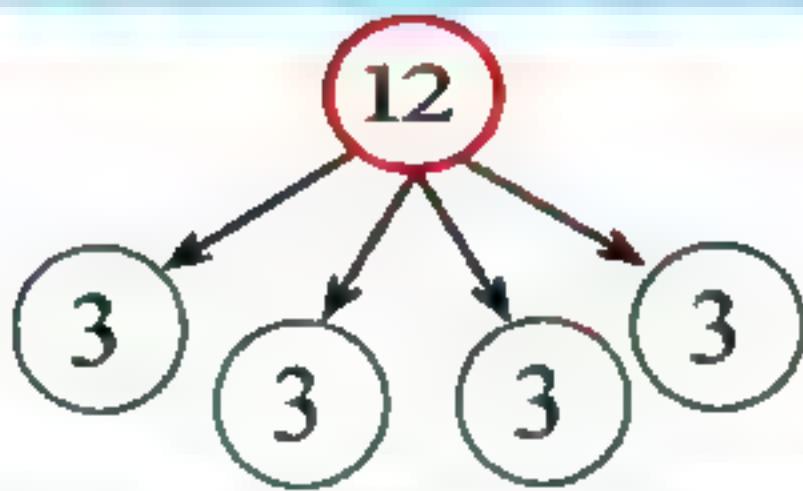


When 12 biscuits are divided equally, between two children we divide them into two groups with the same number of pieces this number can be written using the division sign ( $\div$ )

As follows : the share of each child =  $(12 \div 2)$  and reads  
 $(12 \text{ divide by } 2) = 6$  pieces because  $2 \times 6 = 12$

## Activity 2

When 12 biscuits are divided equally, between 4 children :



We divide it into 4 groups, each group contains ..... pieces  
 This number can be written using the division sign ( $\div$ )  
 As follows: the share of each friend =  $(12 \div 4)$  and reads  
 $(12 \text{ divide by } 4) = 3$  pieces because  $4 \times 3 = 12$

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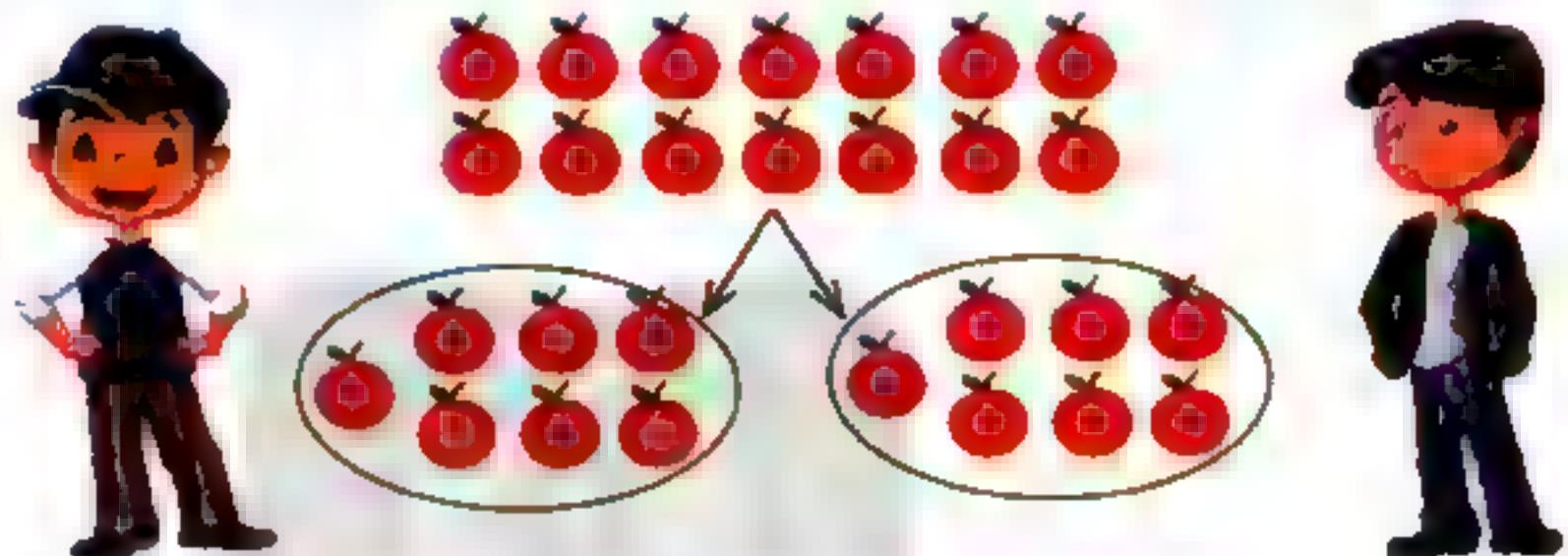
Primary 3 - Term 1

## 4

## Chapter 3

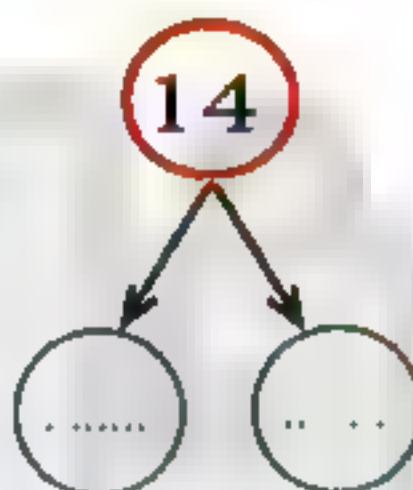
## Exercise 1

Two friends went to collect the fruits together, so they collected 14 fruits from a tree and then divide them equally between them. How many fruits did each of them take ?



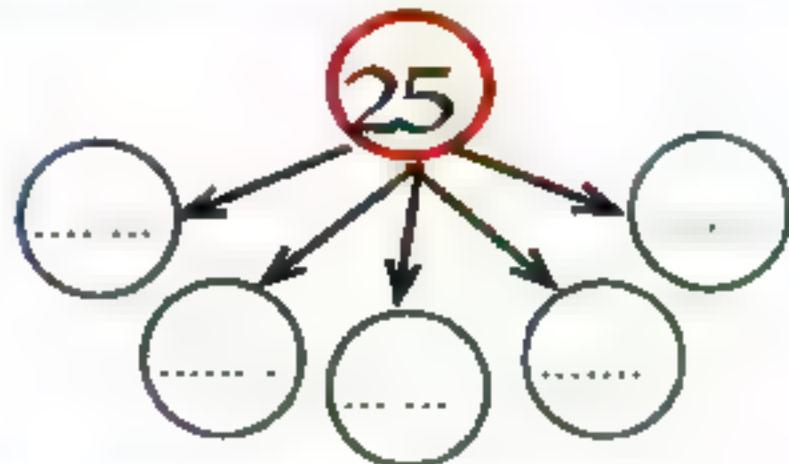
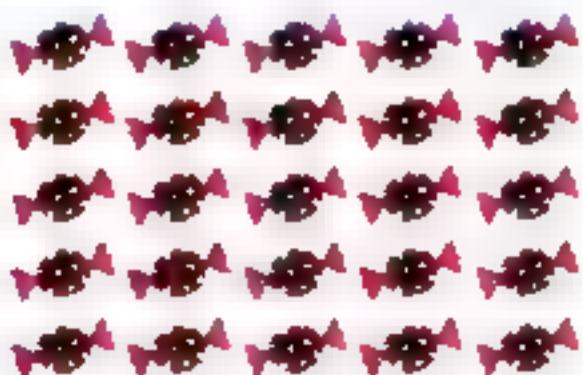
We divide it into two groups, each group containing ..... fruits

This number can be written using the division sign ( $\div$ ) As follows: the share of each child =  $(14 \div \dots) = 7$  fruits  
because  $2 \times \dots = \dots$



## Exercise 2

Nabil has 25 candies, which he wanted to share equally between 5 of his friends without keeping any of them for themselves, how many candy bars. Which each of Nabil's friends will take ?

**The solution**

We divide it into 5 groups, each group contains ..... pieces

Share of each friend =  $(25 \div \dots)$

= .... pieces

because ....  $\times$  .... = 25

**Bakkar Series**

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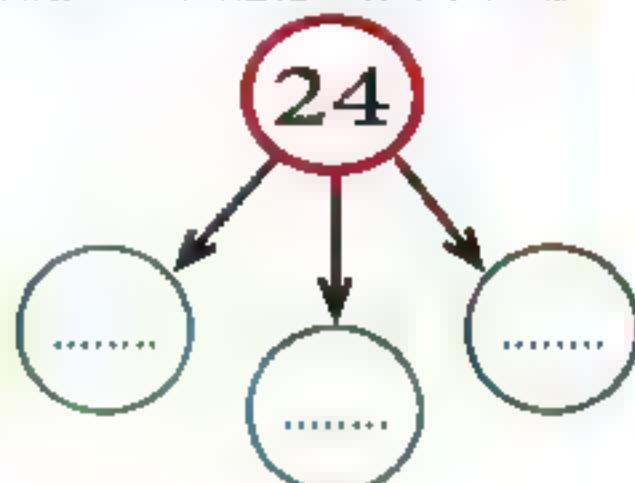
BAKKAR

## Multiplication facts

Exercise

3

Aya baked 24 loaves of bread for 3 friends. How many loaves would a friend get if everyone got a fair share ?



Solution

$$\text{Share of each friend} = ( \dots \div \dots )$$

$$= \dots \text{ loaves}$$

because  $\dots \times \dots = \dots$

Exercise

4

There are 16 fish required to be placed in 4 aquarium, and each should contain the same number of fish.

How many fish should be placed in every aquarium complete the drawing of pictures of fish in aquarium :

Solution

Number of fish in each aquarium

$$= ( \dots \div \dots )$$

$$= \dots \text{ fish}$$

because  $\dots \times \dots = \dots$



Exercise

5

Sameh is preparing gift baskets. He has 20 oranges that need to be divides equally between 5 baskets. Draw a picture in the baskets below to solve the problem :

Solution

Number of orange in each basket

$$= ( \dots \div \dots )$$

$$= \dots \text{ oranges}$$

because  $\dots \times \dots = \dots$



Primary 3 - Term 1



## Chapter 3

Exercise

6

16 balloons. Tie each two balloons together to form a group. How many groups ?



Solution

Make ..... groups each group has 2 balloons

Number of groups =  $(16 \div 2) = 8$  groups

because  $2 \times \dots = 16$

Exercise

7

15 pounds. Divide evenly on 5 children.

How much money does a child take ?



Solution

Gave the money to 5 child each one take ..... pounds

Share of child =  $(15 \div \dots)$

= ..... pounds

because .....  $\times \dots = 15$

Exercise

8

Find the result of the following :

a)  $63 \div 7 = \dots$

b)  $35 \div 7 = \dots$

c)  $48 \div 6 = \dots$

d)  $24 \div 3 = \dots$

e)  $6 \div 6 = \dots$

f)  $18 \div 2 = \dots$

g)  $32 \div 8 = \dots$

h)  $21 \div 7 = \dots$

i)  $15 \div 5 = \dots$

Bakkar Series

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## Self - check on lesson ( 28 , 29 )

1 Put ( $<$  ,  $>$  ,  $=$ ) :

a  $10 \div 2$   9

b  $8 \div 8$   1

c  $28 \div 7$   3

d  $27 \div 3$   10

e  $36 \div 4$   9

f  $24 \div 6$   7

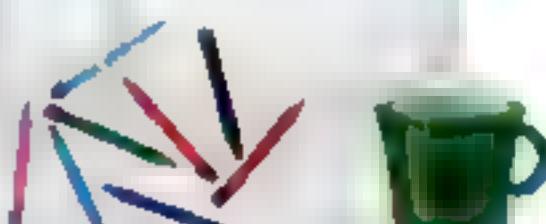
g  $7 \div 1$   0

h  $35 \div 5$   5

### Activities from Math Journal

2 The teacher has 36 crayons to share equally between 6 pupils. She must place the crayons in the cups below. Draw a picture in the cups below to solve the problem :

Solution .. . . . .



3 Each cat needs 2 fish for lunch. How many cats can we feed with 12 fish ?

Solution .. . . . .



4 Each Ibis will eat 3 worms. You have 18 worms. How many Ibises can be fed ?

Solution .. . . . .



Primary 3 - Term 1

## Chapter 3

5 Find the result : )

a  $(4 + 23) \div 9 = \dots \dots \dots$

b  $(35 - 5) \div 6 = \dots \dots \dots$

c  $(20 + 1) \div 3 = \dots \dots \dots$

d  $45 - (3 \times 3) = \dots \dots \dots$

e  $6 \div (5 + 1) = \dots \dots \dots$

f  $(20 - 10) \div 5 = \dots \dots \dots$



## Activities from Math Journal

6 Each ox must eat 2 Grass Daily. There are 10 Grass. How many ox can be fed ?



**Solution** ..... .... .... .... ....

7 Each crocodile wants to eat 5 fish. There are 25. How many crocodiles can be fed ?



**Solution** ..... .... .... .... ....

8 Each fox must eat 6 insects. there are 24 insects. How many fox can be fed ?



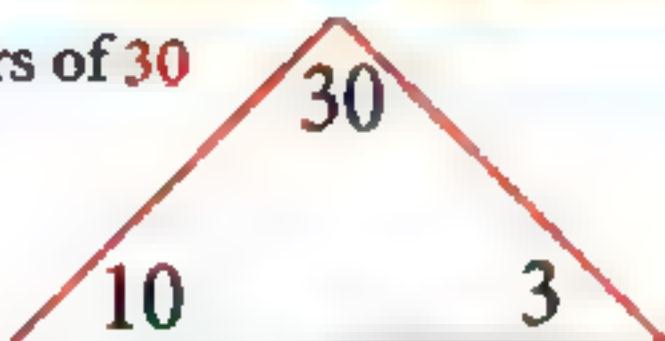
**Solution** ..... .... .... ....

Bakkar Series

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**Lesson**

( 30 )

**Relation between multiplication and division****Activity ① Notice the following :**From the factors of 30  
10 and 3

$3 \times 10 = 30$

$10 \times 3 = 30$

$30 \div 3 = 10$

$30 \div 10 = 3$

Is 30 has another factors ?

From the factors of 16  
8 and 2

$2 \times . = 16$

$8 \times . = 16$

$16 \div . = 2$

$16 \div . = 8$

**Exercise 1****Complete the following :**

$\times 5 = 35$

$\times 7 = 35$

$35 \div . = 5$

$. + 5 = 7$



$\times 6 = 18$

$\times 3 = 18$

$18 \div . = 3$

$. + 3 = 6$

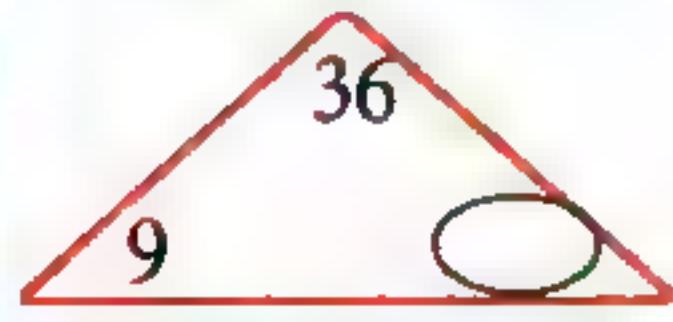


$6 \times . = 24$

$6 \times . = 24$

$24 \div 6 =$

$24 \div . = 6$



$\times . =$

$\times . =$

$\div . =$

$\div . =$



$\times . =$

$\times . =$

$\div . =$

$\div . =$



$\times . =$

$\times . =$

$\div . =$

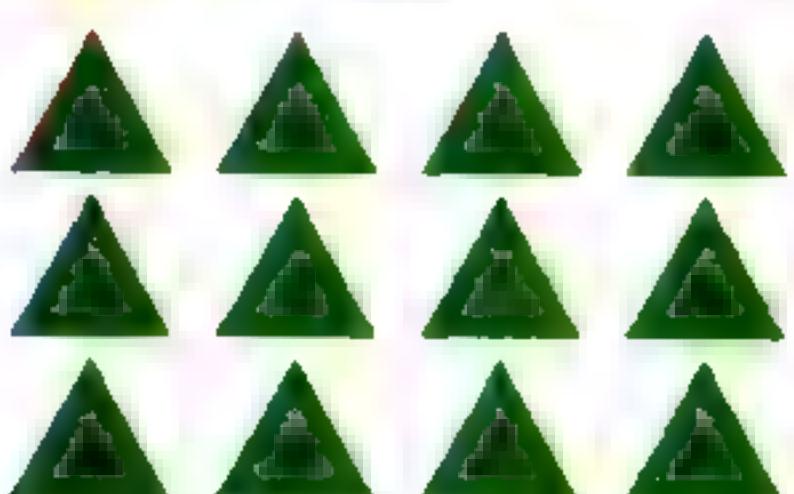
$\div . =$

**Primary 3 - Term 1**

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## Exercise 2

Complete the following :

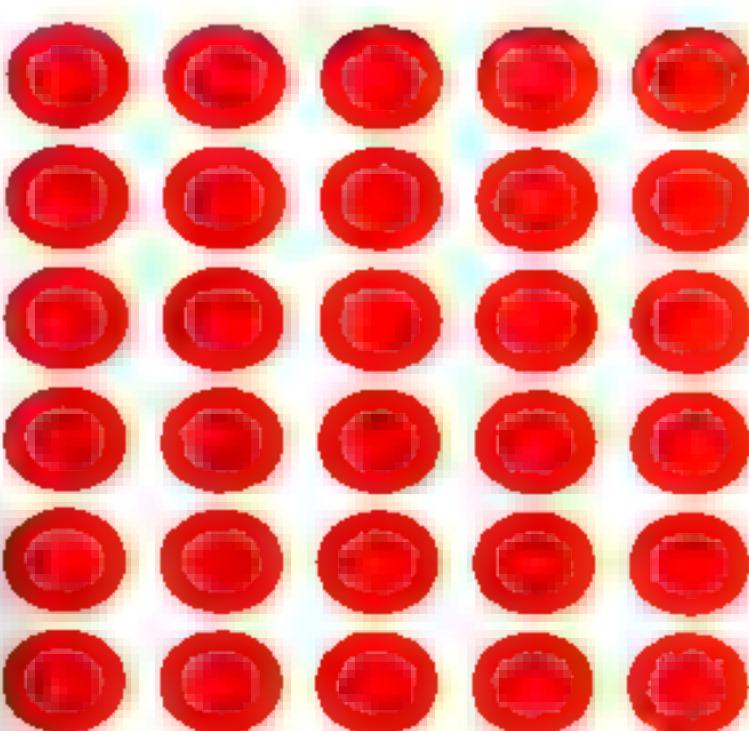


$$3 \times 4 =$$

$$4 \times 3 =$$

$$12 \div =$$

$$12 \div =$$

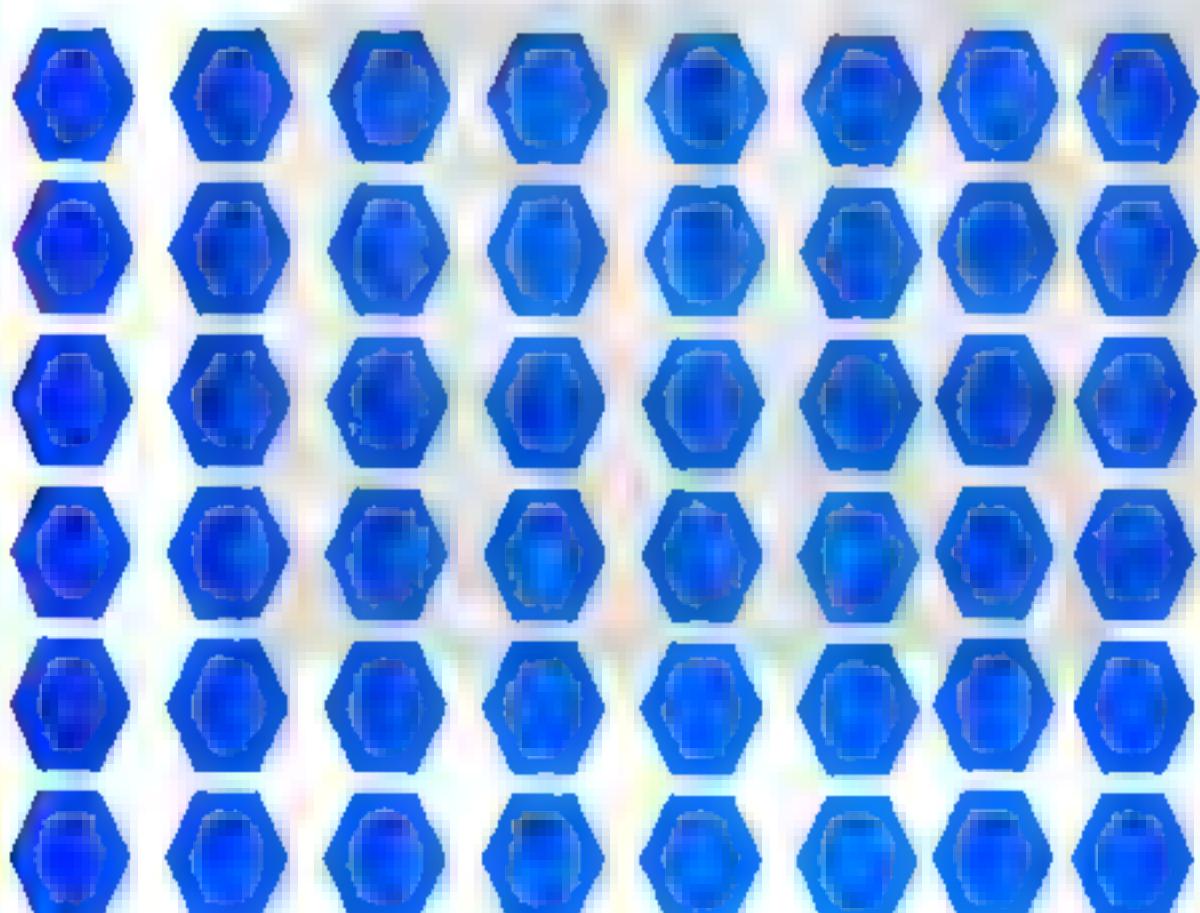


$$6 \times = 30$$

$$5 \times = 30$$

$$30 \div = 5$$

$$30 \div =$$

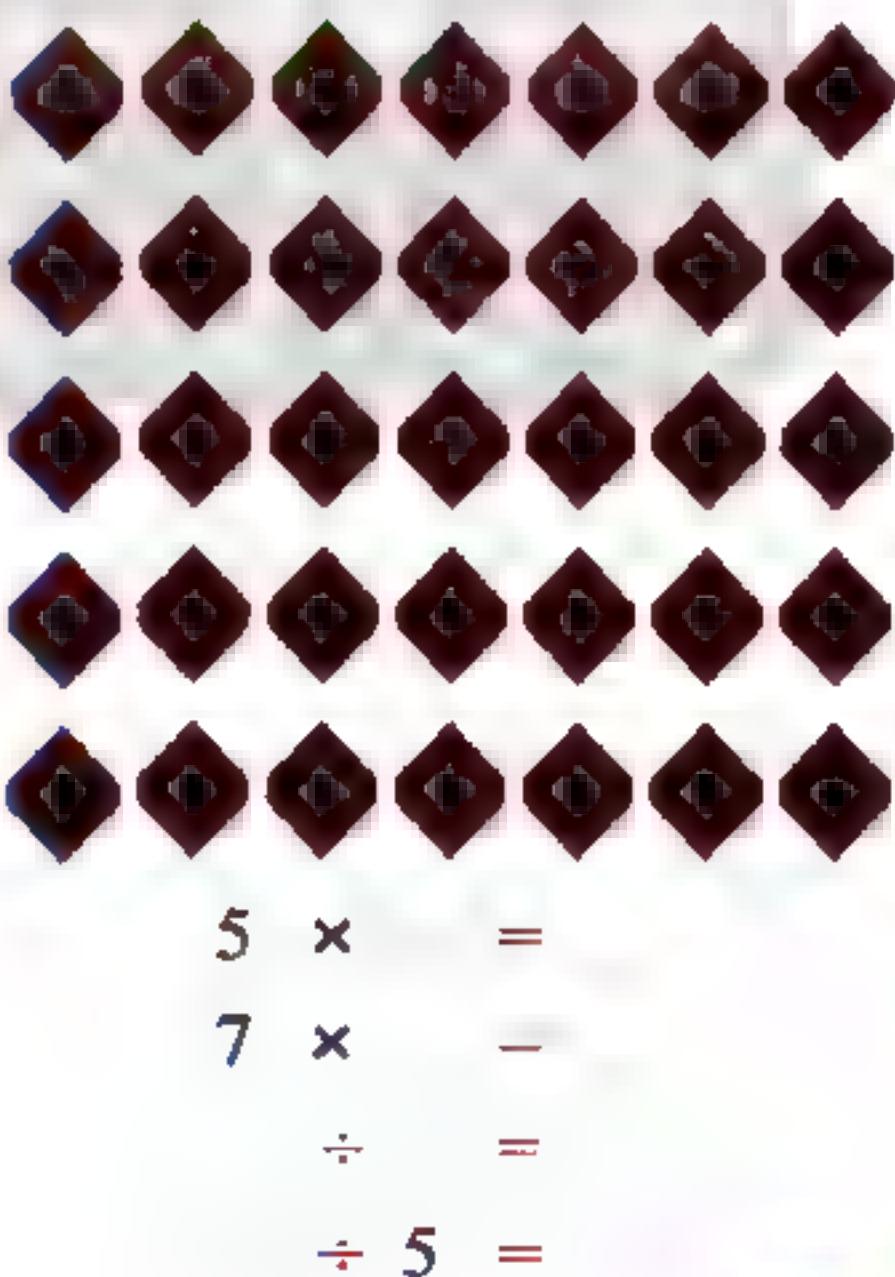


$$6 \times =$$

$$\times = 48$$

$$48 \div 6 =$$

$$48 \div = 6$$



$$5 \times =$$

$$7 \times =$$

$$\div =$$

$$\div 5 =$$

Bakkar Series

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## Self - check on lesson ( 30 )

1 Complete the following :



$$\begin{array}{l} \times 9 = 27 \\ \times = \\ \div = \\ 27 \div \dots = \end{array}$$



$$\begin{array}{l} 4 \times 9 = \dots \\ \times \dots = \dots \\ \dots \div \dots = \dots \\ 36 \div \dots = \dots \end{array}$$



$$\begin{array}{l} \dots \times \dots = 35 \\ \dots \times \dots = \dots \\ 35 \div \dots = \dots \\ 35 \div \dots = \dots \end{array}$$

2 Complete as the example :

$$5 * 6 = 30$$

$$30 \div 5 = 6$$

$$30 \div 6 = 5$$

$$2 * 4 = 8$$

$$8 \div 4 = \dots$$

$$8 \div 2 = \dots$$

$$6 * 7 = 42$$

$$42 \div 7 = \dots$$

$$42 \div 6 = \dots$$

$$3 * 1 = 3$$

$$3 \div 1 = \dots$$

$$3 \div 3 = \dots$$

$$2 * 5 = 10$$

$$10 \div 5 = \dots$$

$$10 \div 2 = \dots$$

$$5 * 10 = 50$$

$$50 \div 10 = \dots$$

$$50 \div 5 = \dots$$

$$4 * 6 = 24$$

$$24 \div 6 = \dots$$

$$24 \div 4 = \dots$$

$$7 * 8 = 56$$

$$56 \div 8 = \dots$$

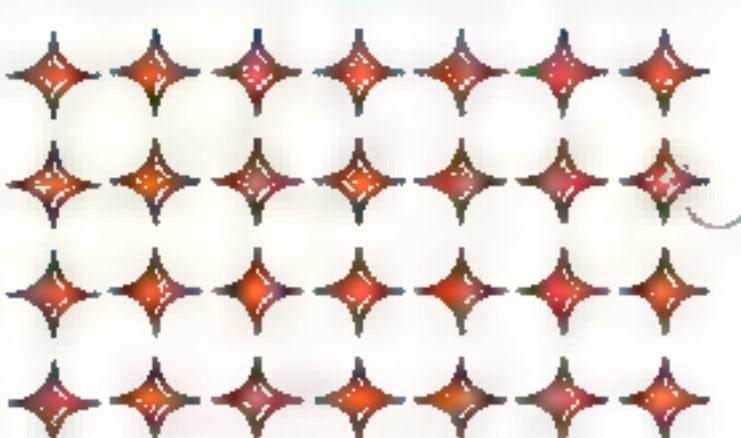
$$56 \div 7 = \dots$$

## 4

## Chapter 3

3

Write the equation of multiplication and division :

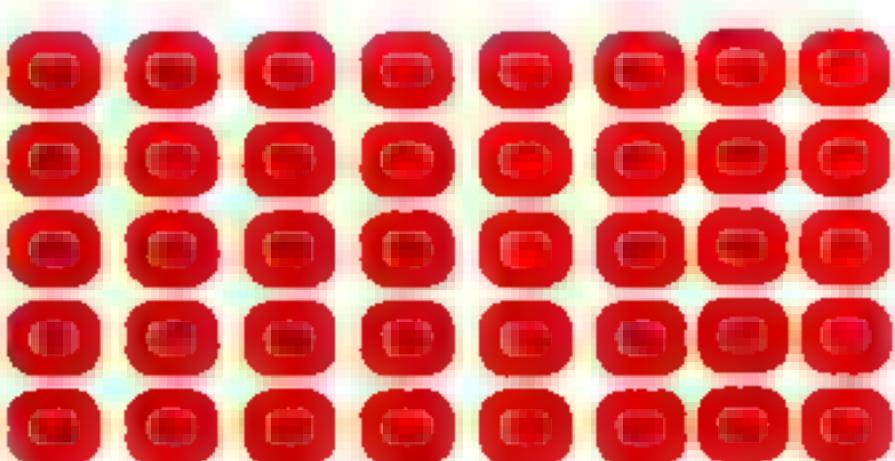


$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$

4

Answer the following :

(a) Find the number that if multiplied by (8) get (40), then deduce the division.

**Solution** .....  $\times 8 = \dots$  ..... then :  $40 \div 8 = \dots$

(b) Find the number that if multiplied by (7) get (28), then deduce the division.

**Solution** .....  $\times 7 = 28$  ..... then :  $28 \div 7 = \dots$

(c) Find the number that if multiplied by (4) get (36), then deduce the division.

**Solution** .....  $\times 4 = 36$  ..... then :  $36 \div 4 = \dots$

(d) Find the number that if multiplied by (6) get (30), then deduce the division.

**Solution** .....  $\times 6 = 30$  ..... then :  $30 \div 6 = \dots$

(e) Find the number that if multiplied by (1) get (7), then deduce the division.

**Solution** .....  $\times 1 = 7$  ..... then :  $7 \div 1 = \dots$

**Bakkar Series**

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## Self - check 1 Chapters 2

1 Complete :

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

2 Hind packed 4 whole boxes with honey jars.  
Each box has 6 jars, so what is the total number of jars?

**Solution** Number of jars =  $4 \times \text{...} = \text{...}$  jars



3 Complete the following :

a The factors of ( 6 ) are .... , .... , .... , ....

b  $63 \div 9 = \text{....}$

c  $5 \times 7 = \text{....}$

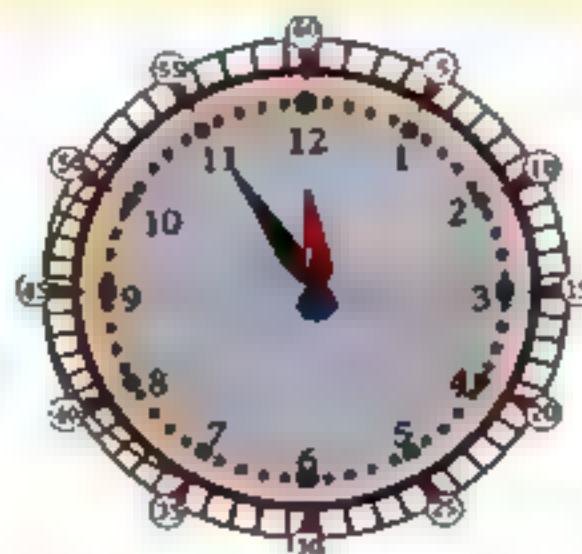
d Repeated addition .....

Multiplication .....

4 Write the time shown in each watch :



..... : .....



..... : .....



..... : .....

## Self - check 2 Chapter 1, 2, 3

1 Complete :

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \dots \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \dots \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \dots \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \dots \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \dots \end{array}$$

2 Choose the correct answer :

- (a) The value of 5 in 957 000 is .... (50 000, 5000, 5)
- (b)  $971\ 384 = 384 + \dots + 70000 + 900\ 000$  (1, 100, 1000)
- (c) The greatest number formed from (0, 5, 3, 1) is ..... (135, 1035, 5310)
- (d) 34 Thousand = ..... (3 400, 34 000, 34)
- (e) The place value of (8) in 328 910 is .... (ones, hundreds, thousands,

3 If a family consumes 10 bottles of water per day .  
How many bottles do the family consume in 7 days?

**Solution** The number of bottles = .....  $\times$  ..... = ..... bottles

4 Arrange the following in an ascending order :

- (a) 456 100 , 100 456 , 654 100 , 500 641 , 561 400

The order : .....

- (b) 5 m , 7 m , 200 cm , 800 cm

The order : .....

**Bakkar Series**

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## The polygons ( 2 D shapes )

### Key Vocabulary

Area	المساحة
Beyond knowledge	ما وراء المعرفة
Closed shape	شكل مغلق
Cube	مكعب
Dimensions	الأبعاد
Distribution property	خاصية التوزيع
Head	رأس
Heads	رؤوس
Hexagon	سداسى الأضلاع
Octagon	ثمانى أضلاع

Parallel	متواز
Parallelogram	متوازي اضلاع
Polygon	مضلع
Property	الخاصة
Quadrilateral	شكل رباعي
Review vocabulary when needed	مراجعة المفردات عند الحاجة
Rhombus	مربع
Square unit	وحدة مربعة
Trapezium	ثبيه منحرف



### Content



Exercise  
inspired by  
Discover Book

**Lesson**

( 31 , 32 , 33 )

**The polygons ( 2 D shapes )****Activity 1** Find the missing factor by rolling the die :

	The missing factor	The product
$1 \times \dots = \dots$	( 5 ) for example	$1 \times 5 = 5$
$2 \times \dots = \dots$		
$3 \times \dots = \dots$		
$4 \times \dots = \dots$		
$5 \times \dots = \dots$		
$6 \times \dots = \dots$		
$7 \times \dots = \dots$		
$8 \times \dots = \dots$		
$9 \times \dots = \dots$		
$10 \times \dots = \dots$		
$11 \times \dots = \dots$		
$12 \times \dots = \dots$		

**Use one of the following strategies:**

( Repeated Addition - skip count - array ) to find the product of multiplication

**Activity 2** Remember :

Triangle



Square



Rectangle



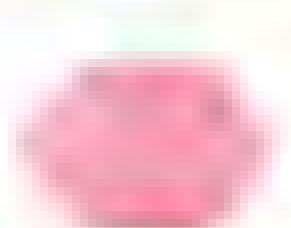
Trapezium



Rhombus



Circle



Hexagon



Octagon



Cuboid



Cylinder

**Bakkar Series**

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BAKKAR

## The polygons

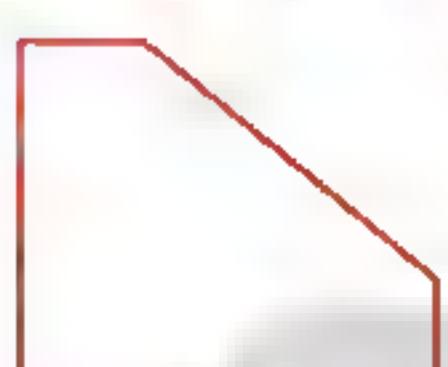
Activity 3 Remember :

## Polygons :

**Is simple closed broken line formed from 3 line segment or more**



Polygon



Polygon



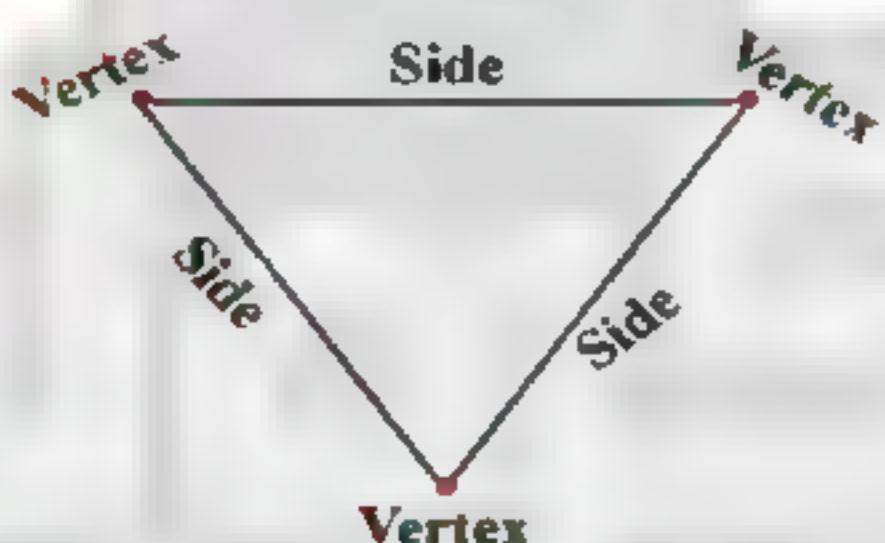
Not polygon



Not polygon

## The Vertices:

**Is the point of intersection of two adjacent sides**



**Notice :** The name of a polygon is related to the number of its sides,  
**For example :** a polygon with 3 sides is called triangle  
 a polygon with 4 sides is called "Quadrilateral ,," and so on



Octagon



Hexagon



Pentagon

**Notice :**

In any polygon

Number of sides = number of angle = number of vertices

## The circle

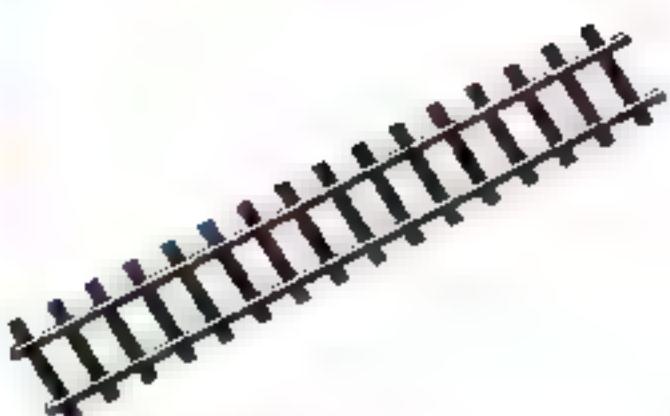
isn't a polygon because it hasn't line segments

## Activity

4

Parallel lines :

are the lines that do not meet no matter how long they stretch



Two railroad tracks



Wood stairs



Ruler edges

## Activity

5

Trapezium :

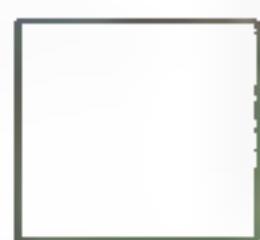
is a quadrilateral has only two parallel lines



## Exercise

1

## Colour the trapeziums :



Bakkar Series

135

BARKAR

## The polygons

Activity

6

## Parallelogram :

is a quadrilateral has each two opposite sides are parallel



Parallelogram



Parallelogram



Parallelogram

Exercise

2

Complete the following table :

Figure	Name	The property			
		The property of Sides	No. sides	The property of angles	No. vertices
		Equal in length		Equal	
		2 short and 2 long			
		2 parallel & 2 not parallel		Not Equal	
		Equal in length			
		Each 2 opposite sides are parallel & equal			

## Exercise 3

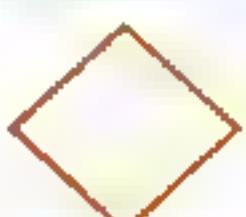
Draw each shape in its suitable place in Venn diagram :



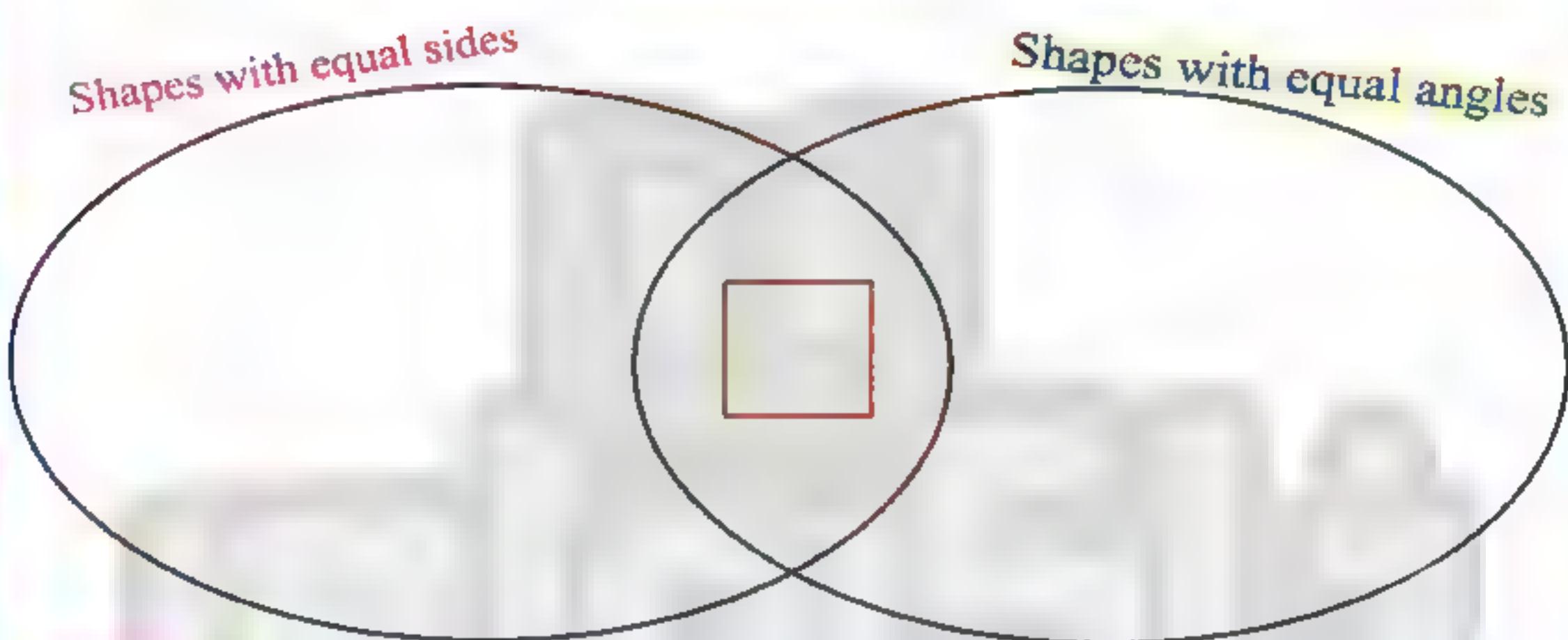
Square



Rectangle



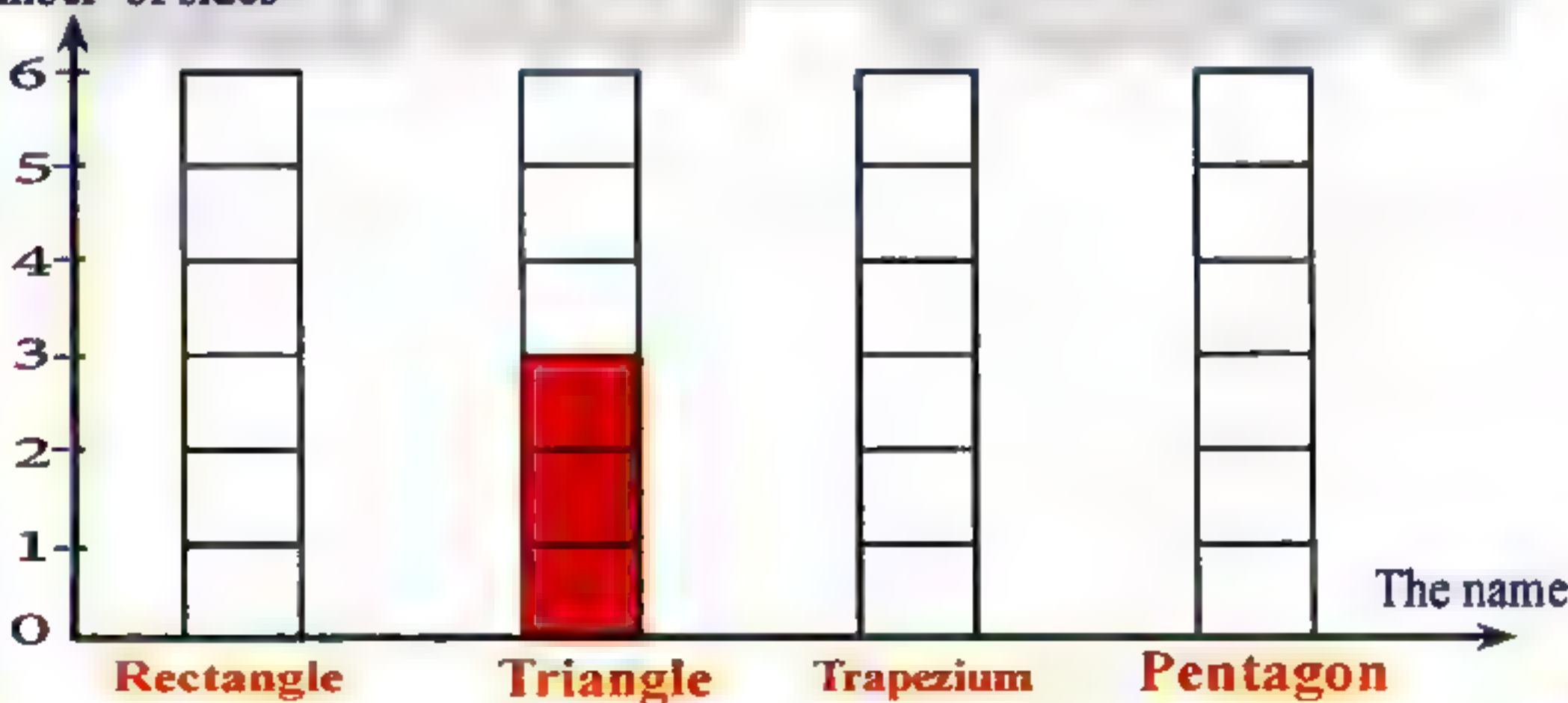
Rhombus



## Exercise 4

Colour the relation between the shape's name and its sides in the bar graph as EX :

Number of sides



Bakkar Series

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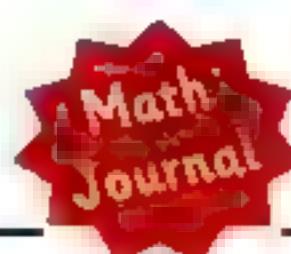
BARKAR

## The polygons

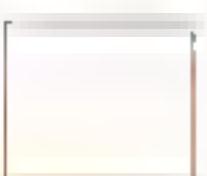
Exercise

5

Draw some polygons as Ex :



Category title : with 4 vertices



Square



Rectangle

Category title : 3 sides

Category title : More than 4 sides

Category title : Not polygons

Category title : curve

Category title : All sides are equal in length

Category title : each two opposite side are parallel

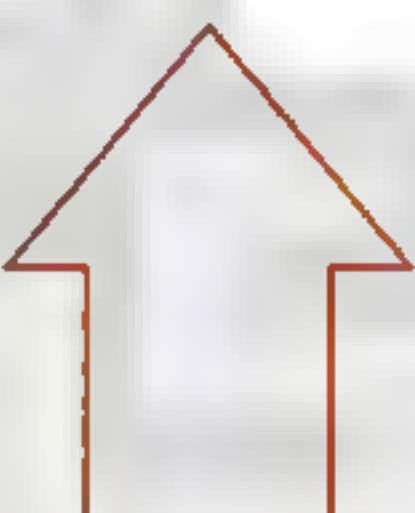
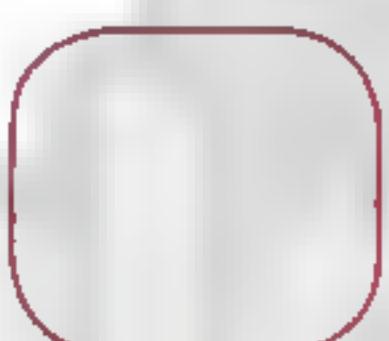
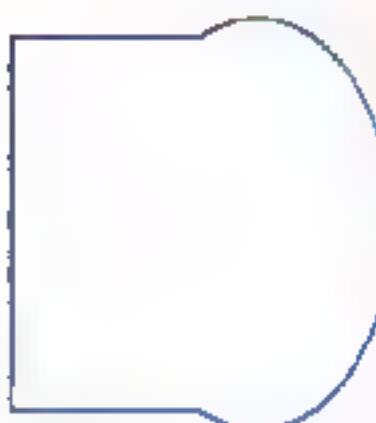
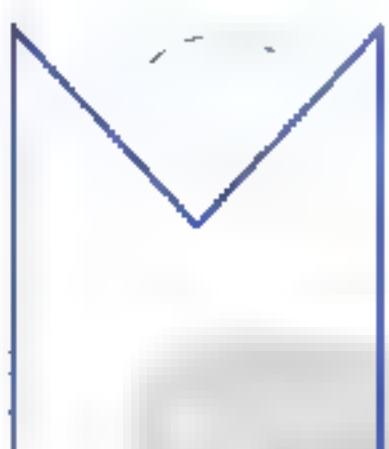
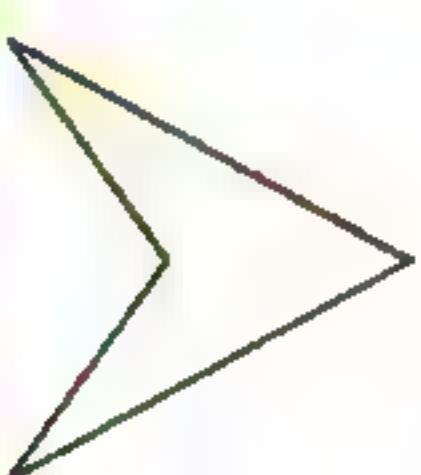
Category title : All sides are not equal in length

Category title : with 3 vertices

Category title : 4 angles with equal measure

## Self - check on lesson ( 31, 32, 33 )

1 Put (✓) inside each polygons :



2 Look , discover then complete the table :

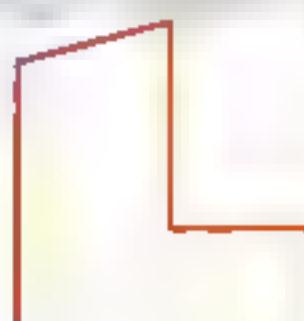


Figure 1

Figure 2

Figure 3

The figure	Figure 1	Figure 2	Figure 3
No. Sides	.....	.....	.....
No. Vertices	.....	.....	.....

Bakkar Series

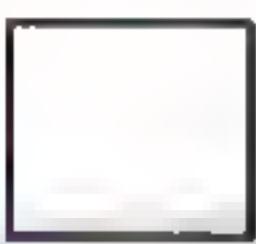
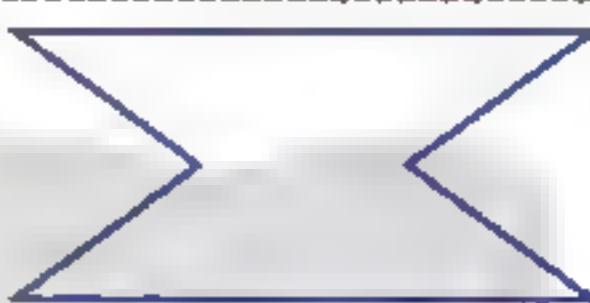
139

BAKKAR

## The polygons

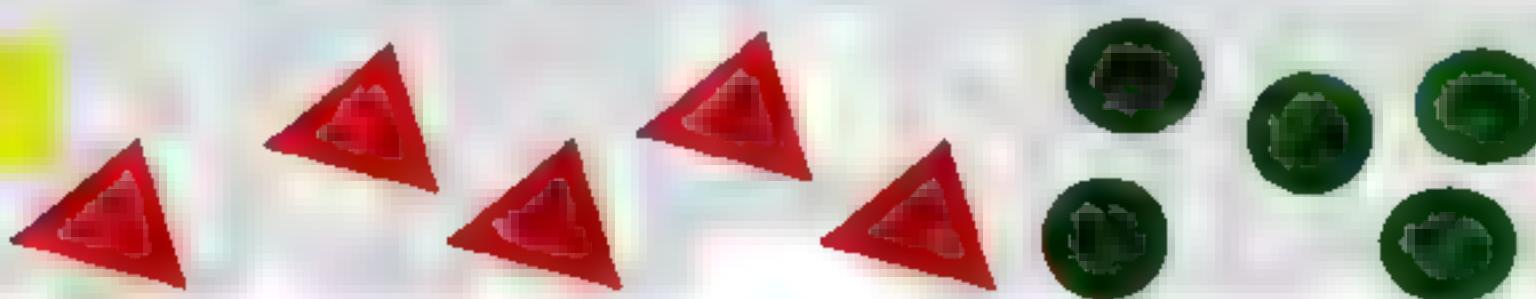
3

Write the number of sides in each figure :



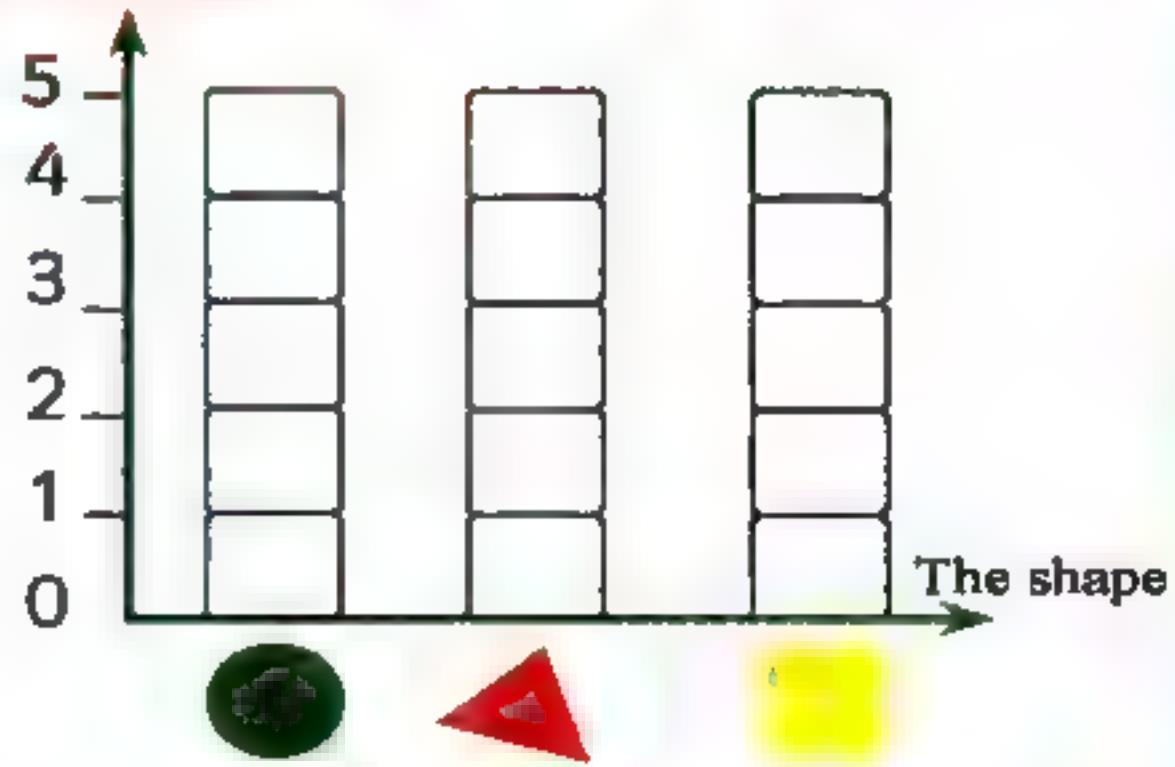
4

Complete the table and the bar graph :



The shape	The number
	.....
	.....
	.....

The number



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Primary (3) - Term 1

هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتناوله على مواقع أخرى.

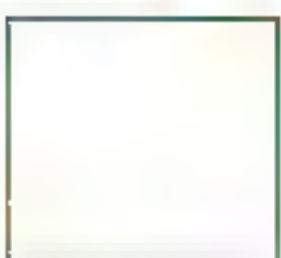
**Lesson**

( 34 , 35 )

**The area of rectangle****Activity 1****Find the missing factor by choose a number card :**

1 2 3 4 5 6 7 8 9 10 11 12

<b>The problem</b>	<b>The missing factor</b>	<b>The product</b>
$1 \times \dots = \dots$	( 6 ) for example	$1 \times 6 = 6$
$2 \times \dots = \dots$	.....	.....
$3 \times \dots = \dots$	.....	.....
$4 \times \dots = \dots$	.....	.....
$5 \times \dots = \dots$	.....	.....
$6 \times \dots = \dots$	.....	.....
$7 \times \dots = \dots$	.....	.....
$8 \times \dots = \dots$	.....	.....
$9 \times \dots = \dots$	.....	.....
$10 \times \dots = \dots$	.....	.....
$11 \times \dots = \dots$	.....	.....
$12 \times \dots = \dots$	.....	.....

**Use one of the following strategies:****( Repeated Addition - skip count - array ) to find the product of multiplication****Activity 2****Notice the number of units :**

1 Unit



2 Units



3 Units

**Bakkar Series**

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BAKKAR

## The polygons

Activity

## 3 Using the small squares to form array :

- Number of rows = 3
- Number of columns = 6



The number of these squares is called (area),  
each small square is called (square unit).

So: the area of the rectangle =  $3 \times 6 = 18$  square units.

**The area :** is the number of square units inside the polygon .

Activity

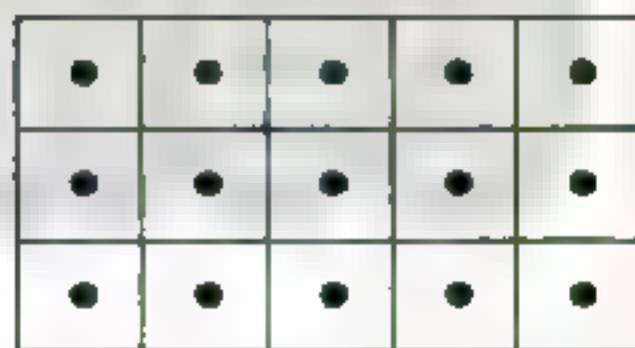
## 4 Answer the following :

Sarah wants to create a garden to plant (15) pumpkins,  
and each pumpkin needs an area of square unit .

What should she do?

**The solution :**

A rectangular garden is established with  
3 rows in each row 5 columns are as follows  
then you put a plant in each square unit



- Number of pumpkin plants = No. rows  $\times$  No. columns  
 $= 3 \times 5 = 15$  plants

**Rule**

**Area of rectangle = No. Of rows  $\times$  No. Of columns**

## Exercise 1

Answer the following :

Nadia wants to grow zucchini. Each zucchini needs one square unit . And you want to make the garden 3 rows , and in each row 4 square units. How many zucchini plants can be grown in a Nadia garden? What is the area of her garden in square units?

**The solution :**

A rectangular garden shall be established with ..... rows in each row ..... columns are as follows then put zucchini in each square unit.

$$\begin{aligned} \text{- Number of zucchini plants} &= \text{No. rows} \times \text{No. columns} \\ &= \dots \times \dots = \dots \text{ Plants} \end{aligned}$$

## Exercise 2

Answer the following :

Omar wants to grow corn . A single corn plant requires an area of one square unit . He wants to make the garden 3 rows, and in each row 7 square units. How many corn plants can be grown in Omar garden?

What is the area of his garden in square units?

**The solution :**

A rectangular garden shall be established with ..... rows in each row ..... columns are as follows then put the corn seed in each square unit.

$$\begin{aligned} \text{- Number of corn plants} &= \text{No. rows} \times \text{No. columns} \\ &= \dots \times \dots = \dots \text{ plants} \end{aligned}$$

BAKKAR

## The polygons

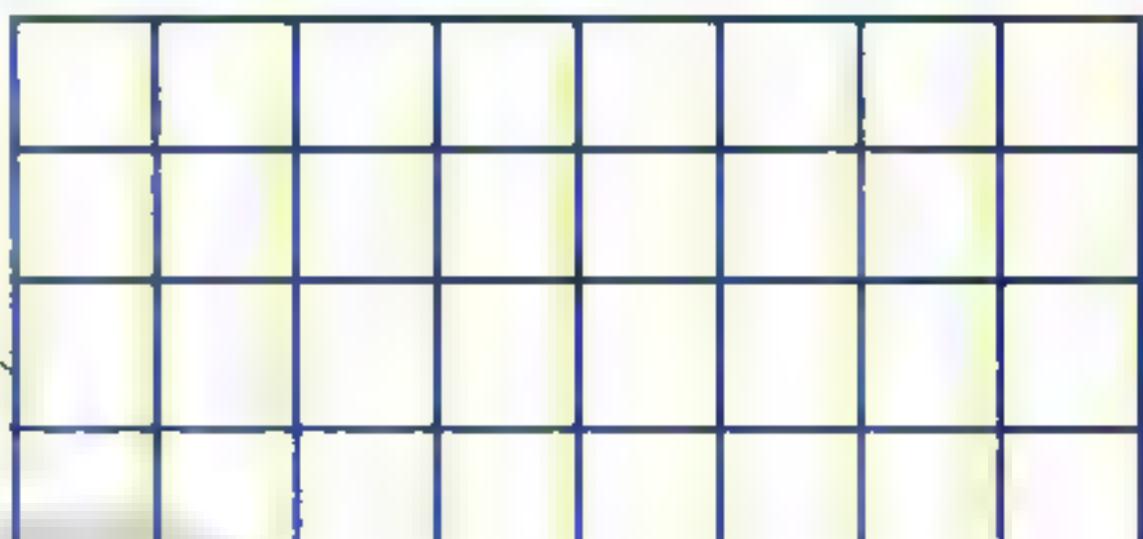
Exercise

3

Find the area of the following garden :



The area = Square unit



The area = Square unit

## The area of not rectangular garden

Activity

5

Find the area of the following garden :

The area = .... Square unit

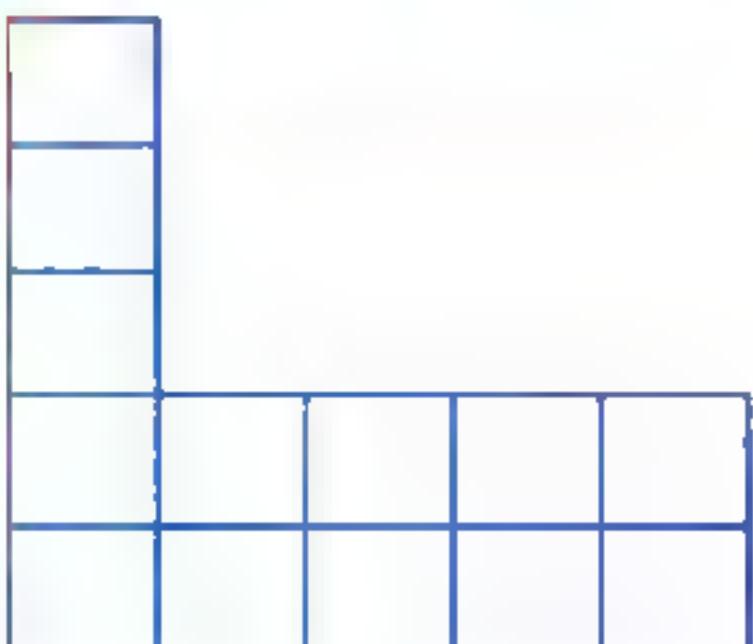
= 14 Square unit



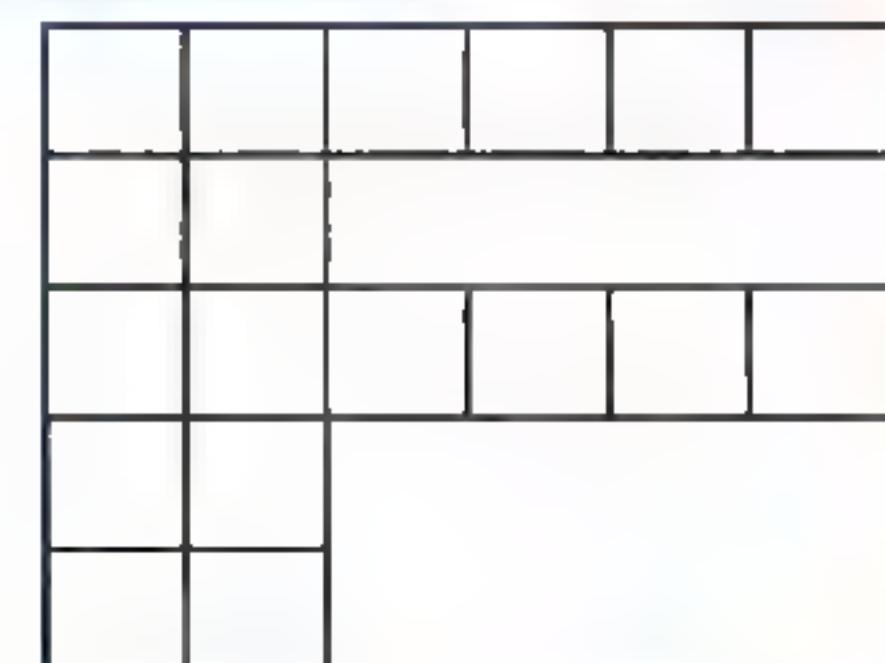
Exercise

4

Find the area of the following garden :



The area = Square unit



The area = .... Square unit

Primary 3 - Term 1

## Self - check on lesson ( 34 , 35 )



### Activities from Math Journal

1

Youssef loves watermelon and wants to plant it in his garden . watermelon needs 1 square unit of space . He would like the garden to have 4 rows with 4 square units in each row . How many watermelons can Youssef fit in his garden ? What is the area of his garden in square units ?

#### The solution :

A rectangular garden shall be established with  
rows in each row ..... columns

then put the watermelon in each square unit .

Number of watermelon plants = No. . . .  $\times$  No.

$$= \quad \times \quad =$$



2

Aya wants to plant lettuce needs 1 square unit of space .

She would like the garden to have 5 rows with 8 square units in each row . How much lettuce can Aya fit in her garden ?

What is the area of her garden in square units ?

#### The solution :

A rectangular garden shall be established with  
rows in each row ..... columns

then put the lettuce in each square unit .

Number of Lettuce plants = No. . . .  $\times$  No

$$= \quad \times \quad =$$



**Bakkar Series**

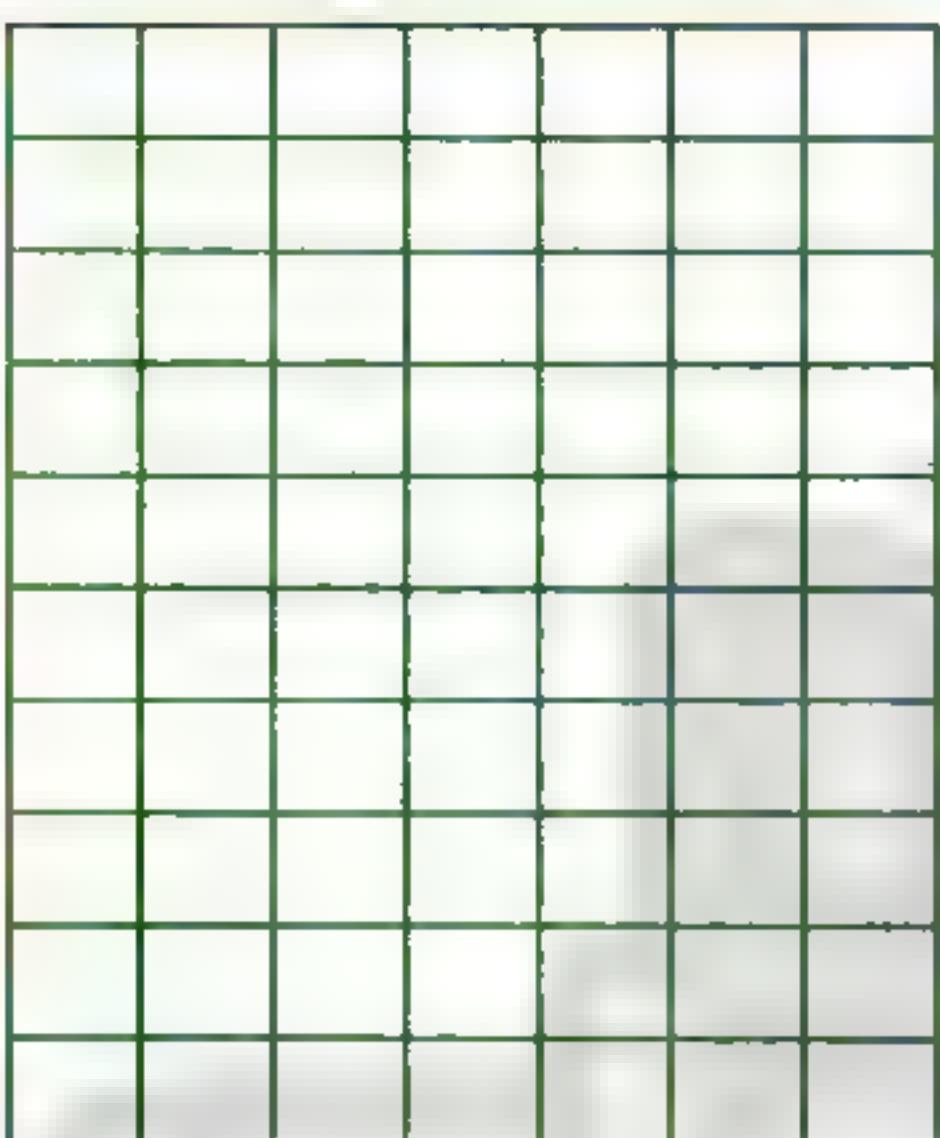
145

BAKKAR

## The polygons

3

Find the area of the following rectangles:



The area = ... Square unit



The area = ... Square unit

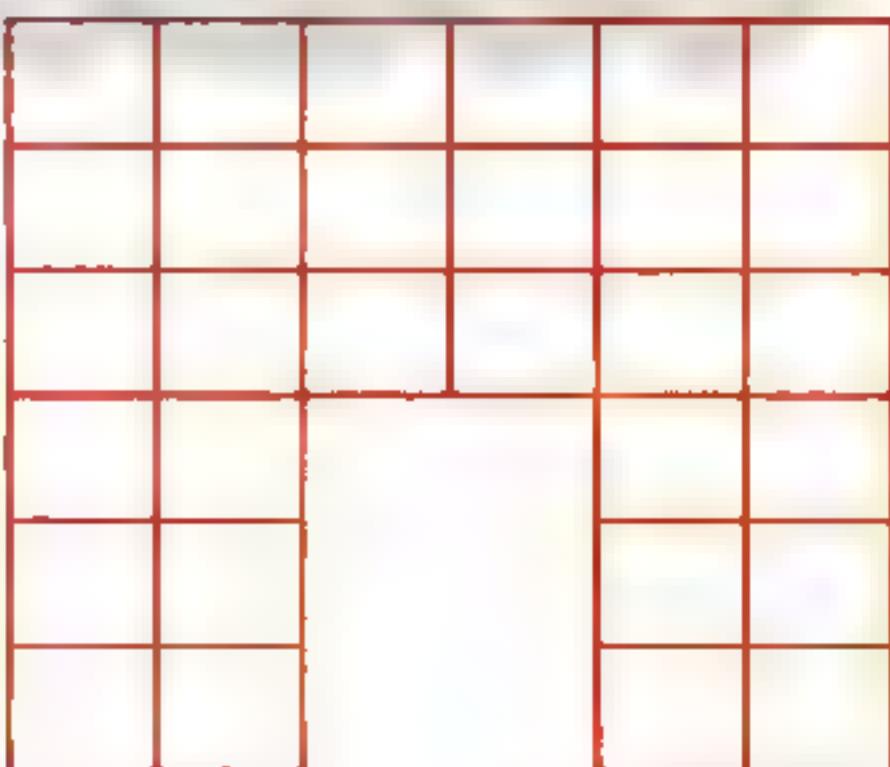


4

Find the area of the following garden :



The area = ... Square unit



The area = ... Square unit

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Primary 3 - Term 1

**Lesson**

( 36 , 37 )

**Definition of the area****Activity 1 Notice :**

$$\begin{aligned}\text{Number of units} &= 5 \times 2 \\ &= 10 \text{ Square unit}\end{aligned}$$



$$\begin{aligned}\text{Number of units} &= 2 \times 5 \\ &= 10 \text{ Square unit}\end{aligned}$$

**Notice :**  $2 \times 5 = 5 \times 2$   
so we say : commutative is allow

**Exercise 1 Complete :**

- (a) If  $3 \times 7 = 21$  then  $7 \times 3 = \dots \dots \dots$
- (b) If  $6 \times 2 = 12$  then  $2 \times 6 = \dots \dots \dots$
- (c) If  $3 \times 9 = 27$  then  $9 \times 3 = \dots \dots \dots$
- (d) If  $4 \times 10 = 40$  then  $10 \times 4 = \dots \dots \dots$
- (e) If  $1 \times 9 = 9$  then  $9 \times 1 = \dots \dots \dots$

**Bakkar Series**

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ZAKROOLY

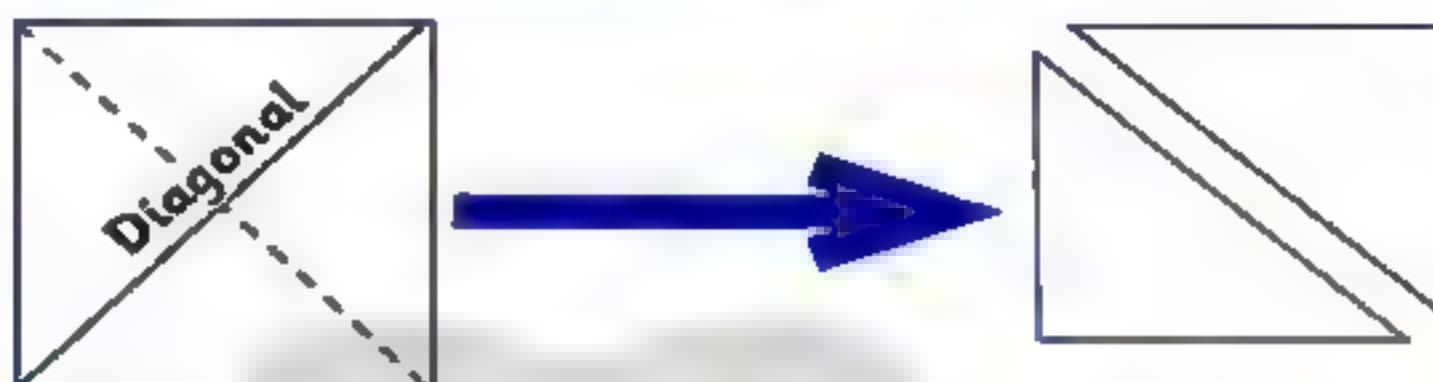
## The polygons

Activity

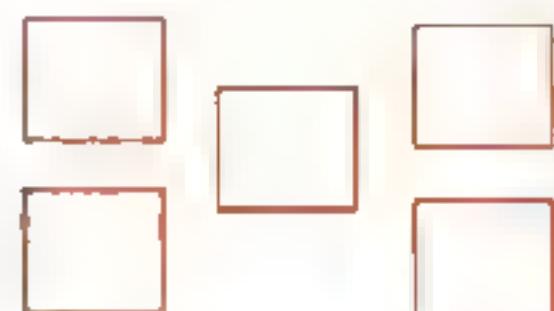
2

Diagonal of the square :

It is line segment connecting two non-consecutive vertices .  
And divide it into two congruent triangles.



**Challenge:** How many triangles needed  
to make 5 squares?



Exercise 2

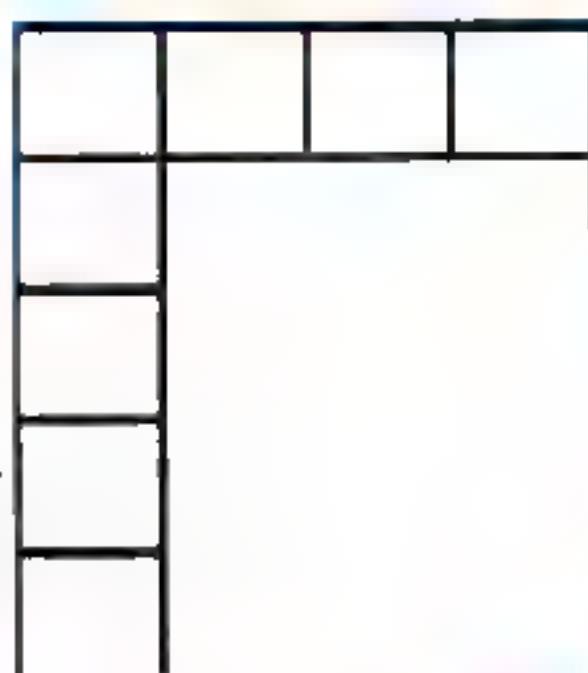
Complete the following :

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0									
1	0	1								9			
2	0	2	4										
3		6									33		
4													
5		10											
6										60			
7							49						
8													
9								72					
10													
11										110			
12					60								

## 4

## Chapter 4

Activity 3

Determine the area of the rectangle :

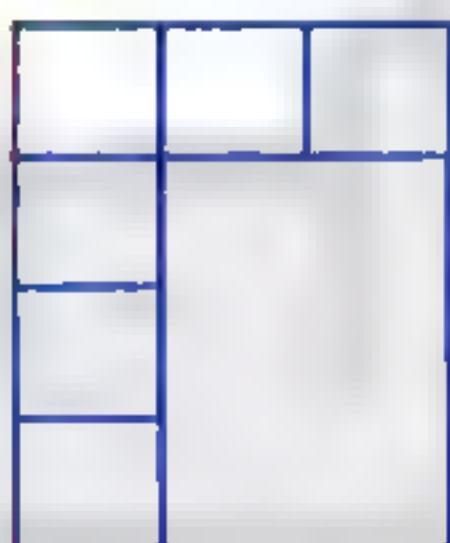
**The area** = No. Rows  $\times$  No. Columns

$$= 5 \times 4$$

$$= 20 \text{ Square unit}$$

Exercise

3

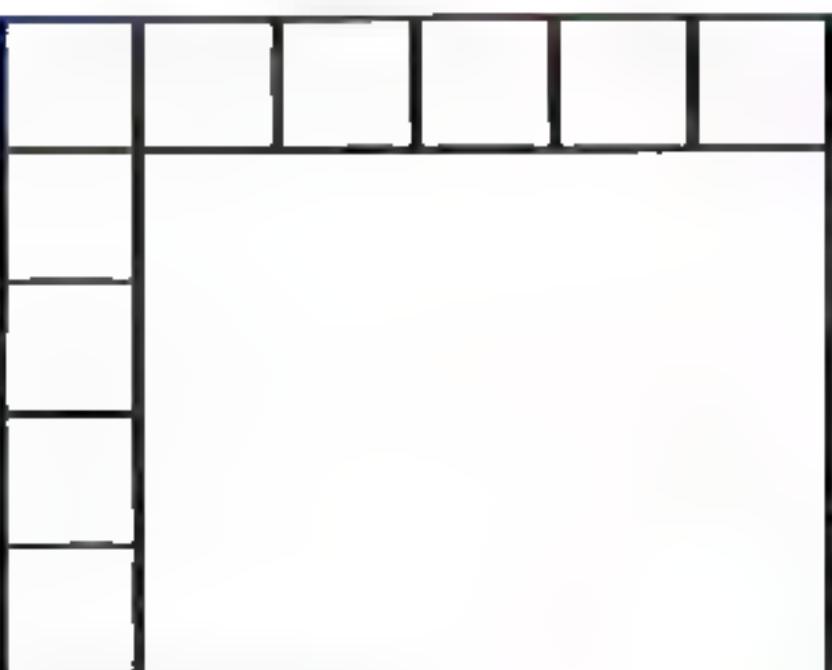
Determine the area of the following figures :

$$\text{The area} = 4 \times 3$$

$$= \text{Square unit}$$

$$\text{The area} = \text{ } \times \text{ }$$

$$= \text{Square unit}$$



$$\text{The area} = \text{ } \times \text{ }$$

$$= \text{Square unit}$$

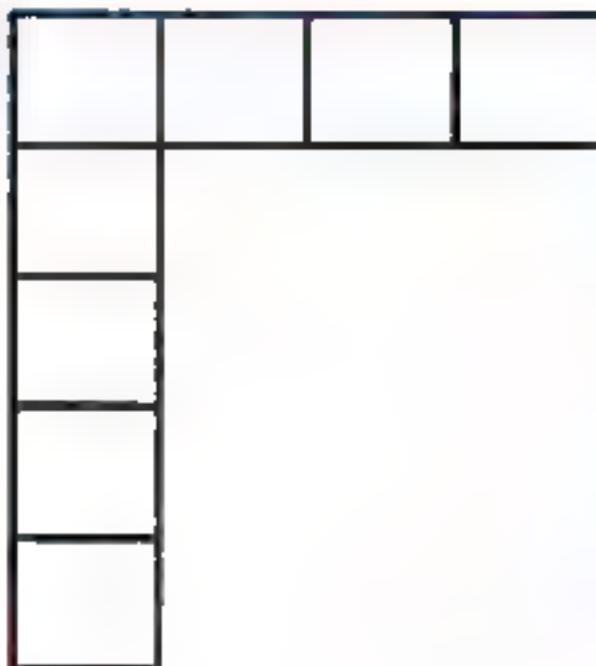
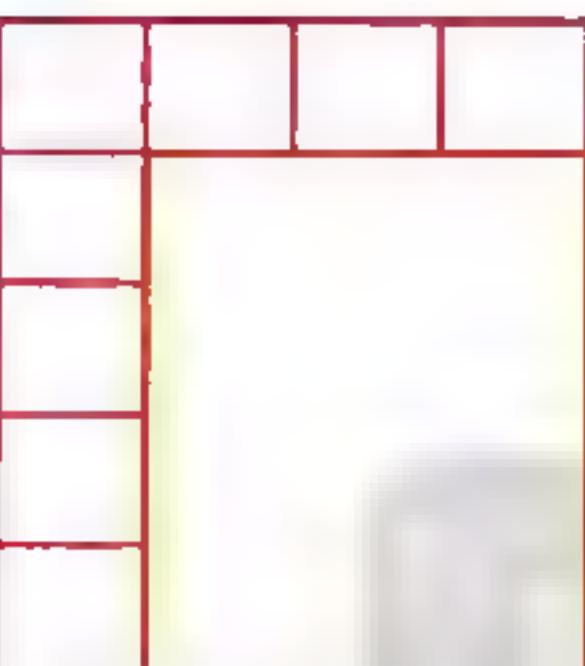
Bakkar Series

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## The polygons

Activity



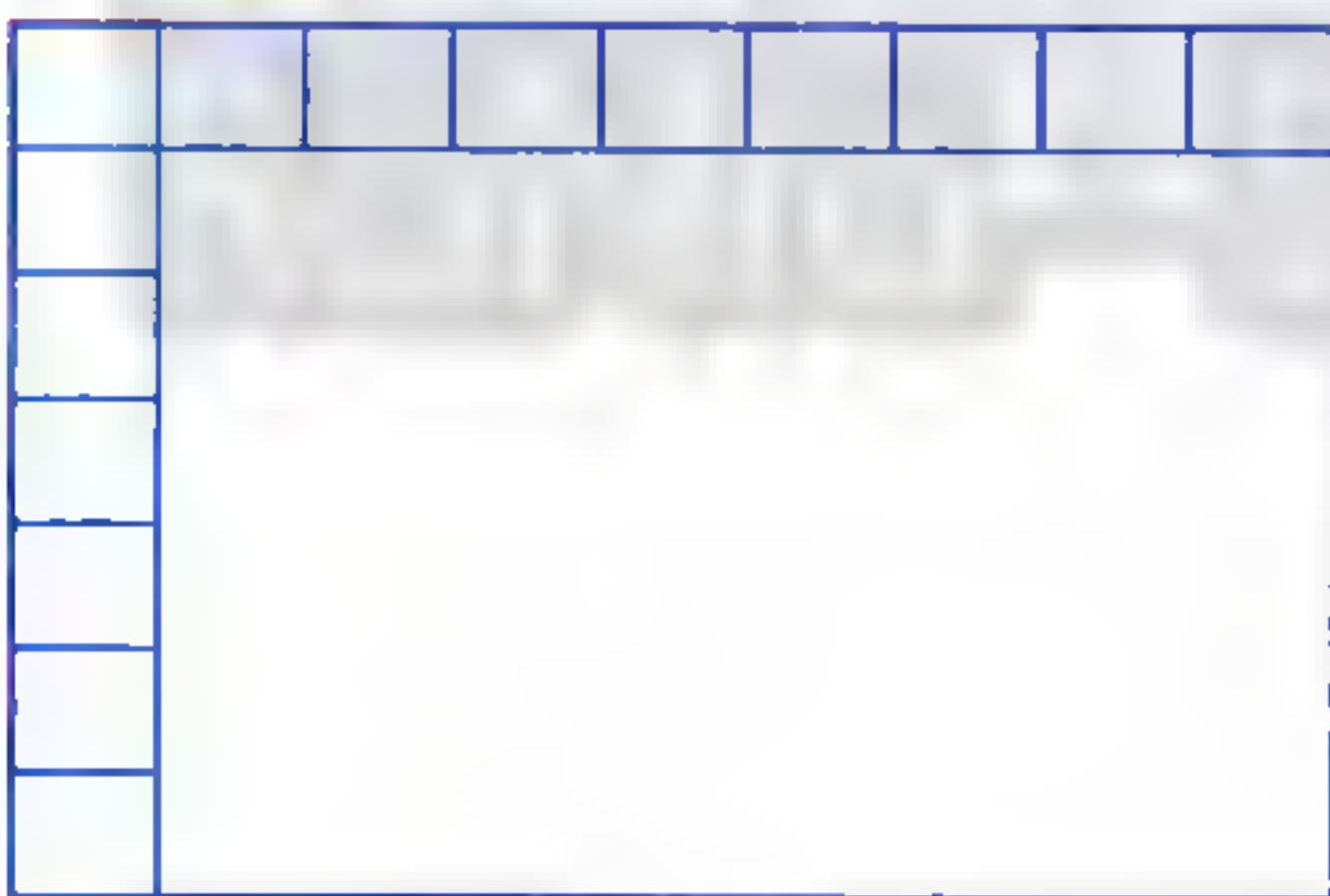
$$\begin{aligned}\text{The area} &= \text{No. Rows} \times \text{No. Columns} \\ &= 5 \times 4 \\ &= 20 \text{ Square unit}\end{aligned}$$

$$\begin{aligned}\text{The area} &= \text{No. Of square units} \\ &= 8 \text{ Square unit}\end{aligned}$$

Exercise

4

Determine the area of the rectangle :



$$\begin{aligned}\text{The area} &= \dots \times \dots \\ &= \dots \text{ Square unit}\end{aligned}$$



$$\begin{aligned}\text{The area} &= \dots \times \dots \\ &= \dots \text{ Square unit}\end{aligned}$$

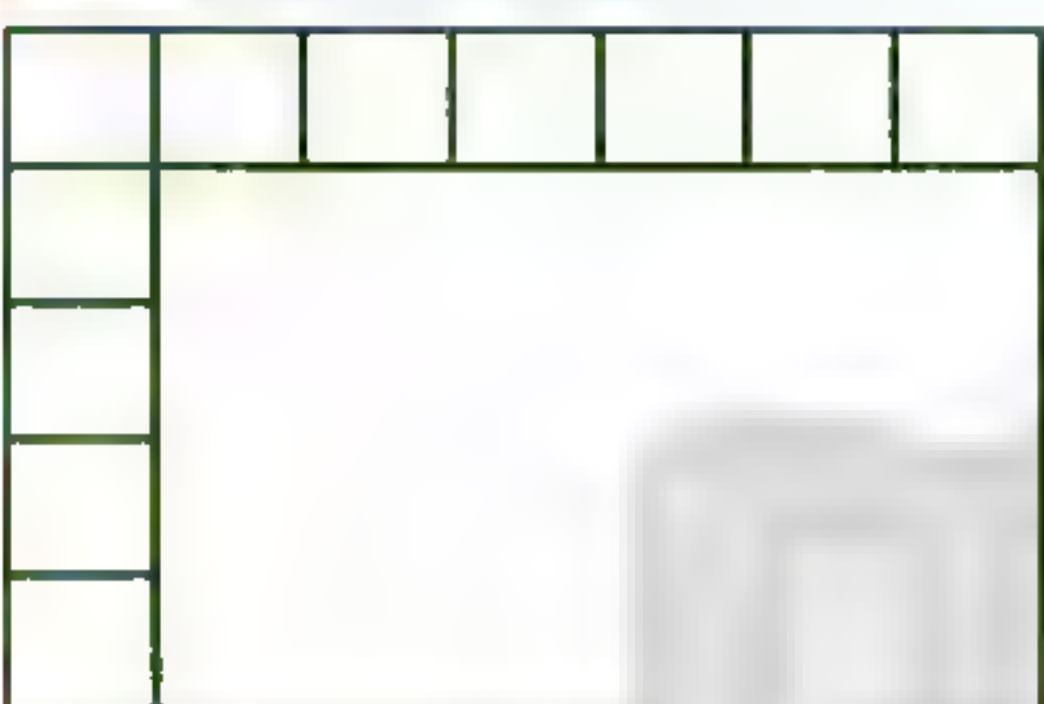
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Primary 3 - Term 1

## Self - check on lesson ( 36 , 37 )

1

Determine the area of the rectangle :



$$\text{The area} = \dots \times \dots$$

$$= \dots \text{ Square unit}$$



$$\text{The area} = \dots \times \dots$$

$$= \dots \text{ Square unit}$$

$$\text{The area} = \dots \times \dots$$

$$= \dots \text{ Square unit}$$

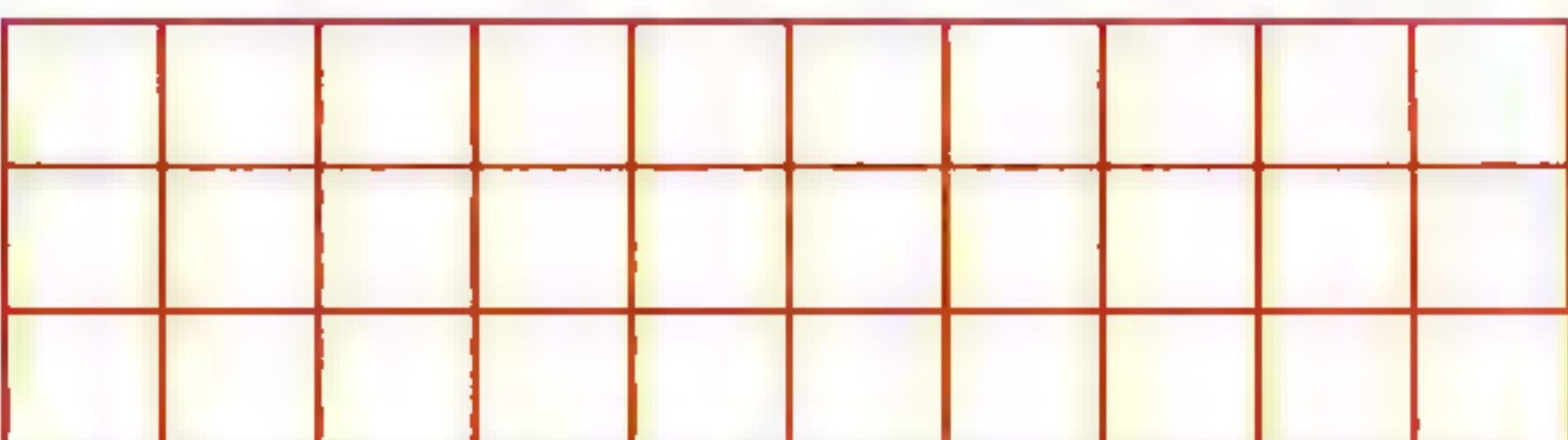


$$\text{The area} = \dots \times \dots$$

$$= \dots \text{ Square unit}$$

2

Shad to represent area of rectangle = 15 units :



**Bakkar Series**

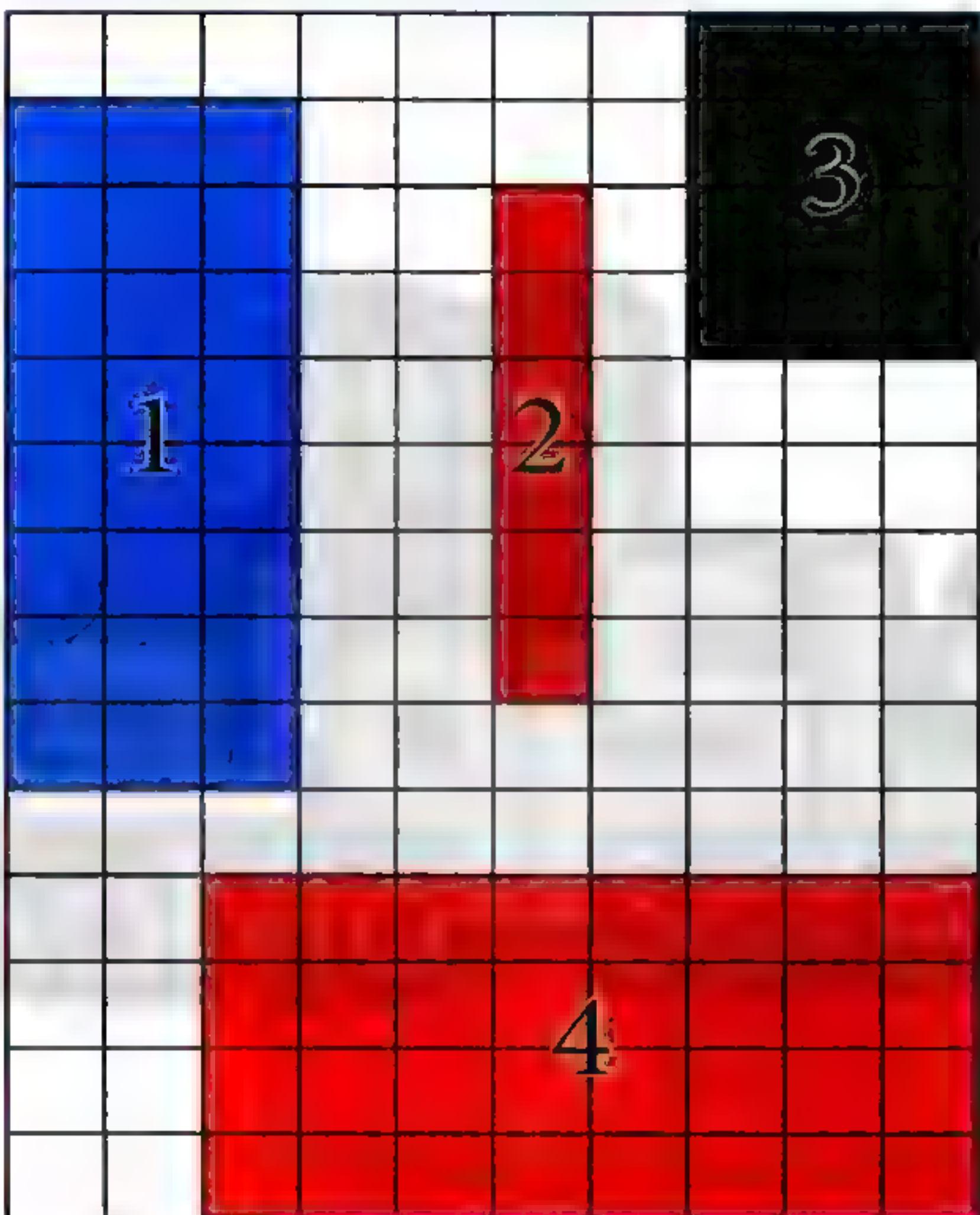
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## The polygons

3

Determine the area of the following figures :



The figure	1	2	3	4
The area				

**Lesson**

( 38 , 39 , 40 )

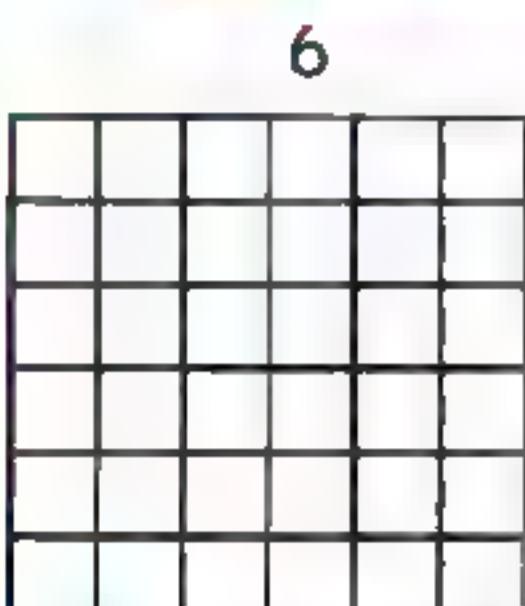
The distributive property  
to solve multiplication problems

### Distributive property in multiplication

Activity

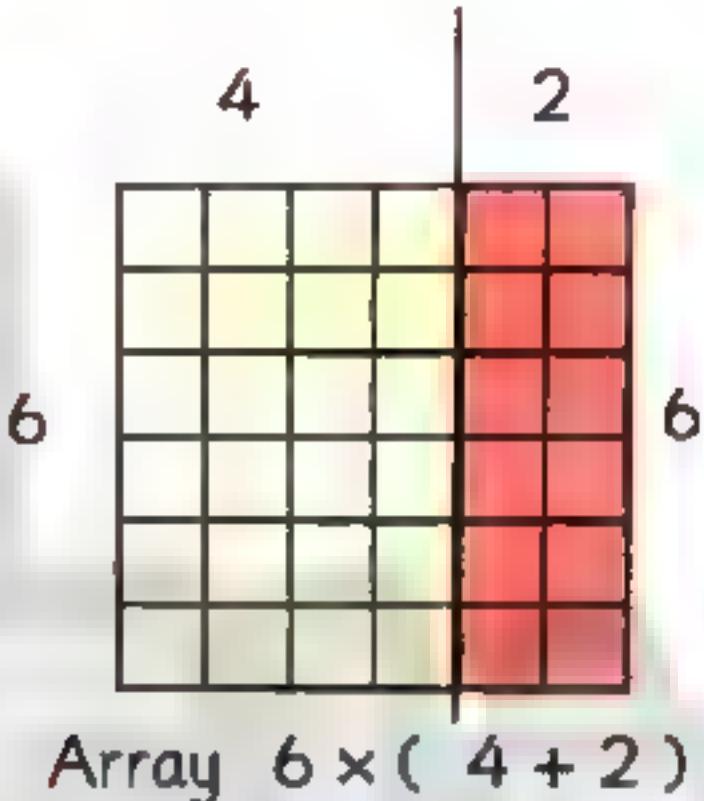


Notice :

Array  $6 \times 6$ 

6

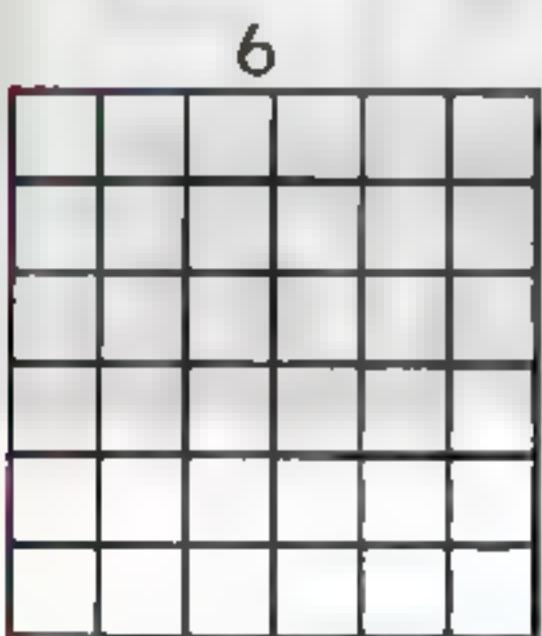
=

Array  $6 \times (4 + 2)$ 

4

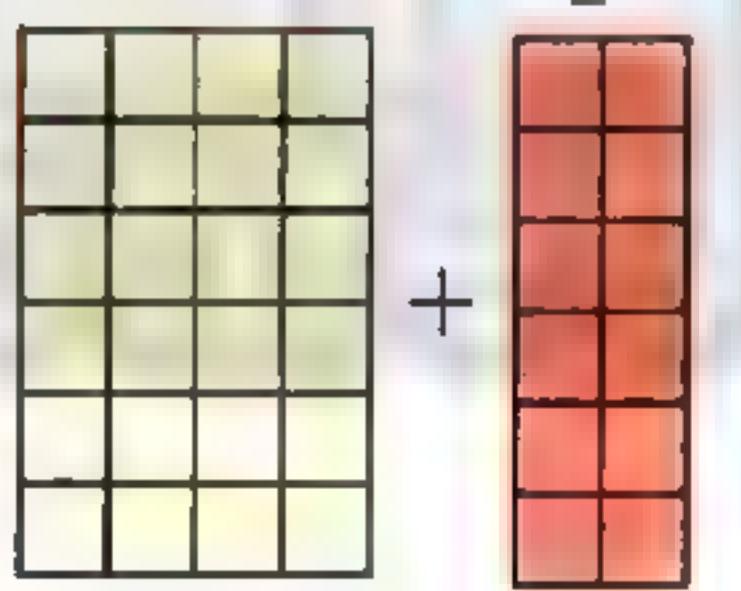
2

6

Array  $6 \times 6$ 

6

=



6

4

2

6

+

Array  $6 \times 4$  + Array  $6 \times 2$ 

=

$$\text{Deduction : } 6 \times 6 = 6 \times (4 + 2) = (6 \times 4) + (6 \times 2) \\ = 24 + 12 = 36$$

This property is called (multiplication distributive property)

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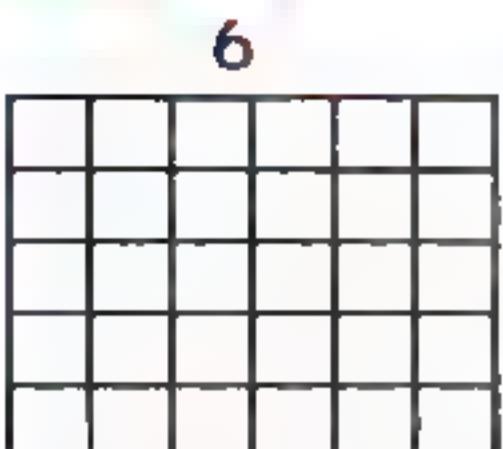
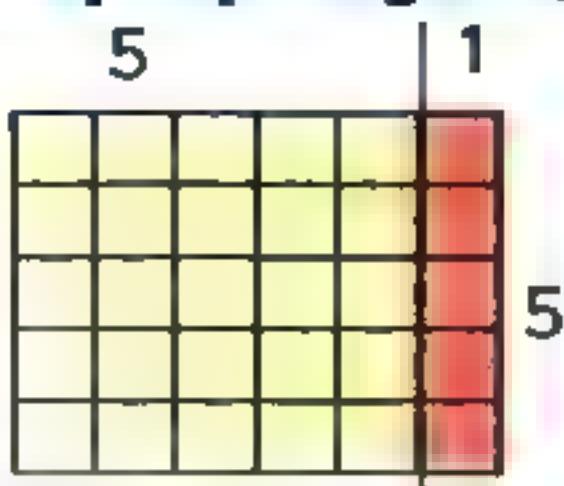
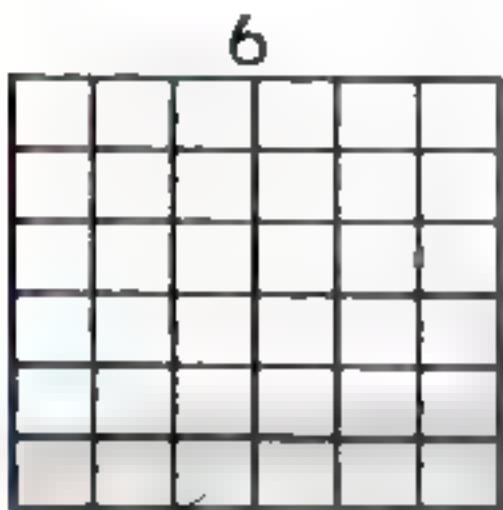
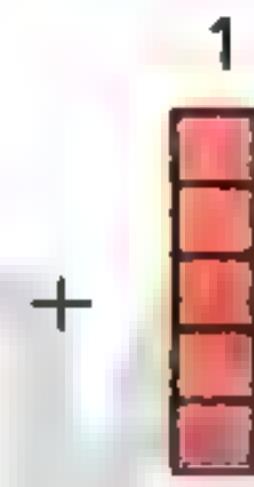
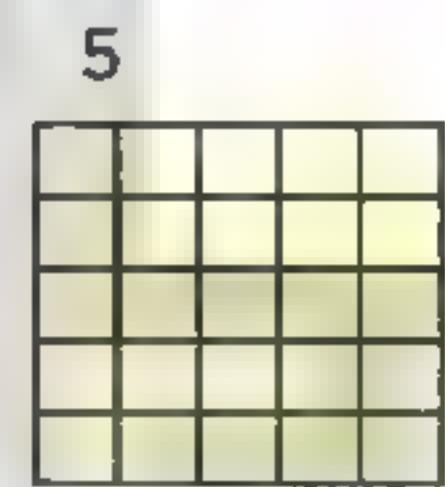
153

BARKA!

## The polygons

Activity

2

Use the distributive property to find  $5 \times 6$  :Array  $5 \times 6$  $=$ Array  $5 \times (5 + 1)$ Array  $5 \times 6$  $=$ Array  $5 \times 5$ + Array  $5 \times 1$ 

$$5 \times 6 = 5 \times 5 + 5 \times 1$$

$$\blacksquare 5 \times (5 + 1) = (5 \times 5) + (5 \times 1)$$

Exercise

1

Use the distributive property to find :

$$* 6 \times 9 = 6 \times (5 + 4) = 6 \times 5 + 6 \times 4$$

$$= \quad + \quad =$$

$$* 4 \times 8 = 4 \times (5 + 3) = \quad \times \quad + \quad \times$$

$$= \quad + \quad 12 \quad =$$

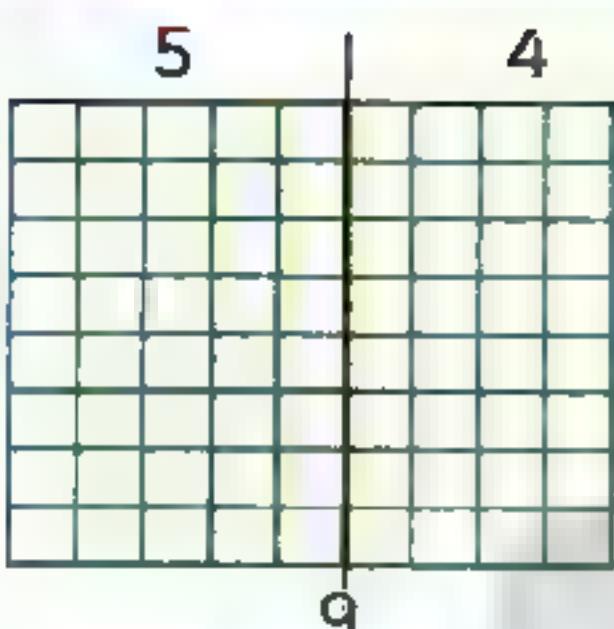
$$* 3 \times 7 = 3 \times (3 + 4) = \quad \times \quad + \quad \times$$

$$= \quad 9 \quad + \quad =$$

Primary 3 - Term 1

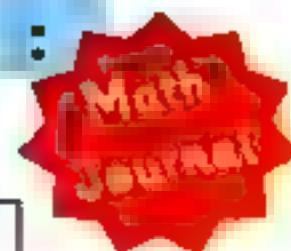
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Activity 3 Use the distributive property to find :



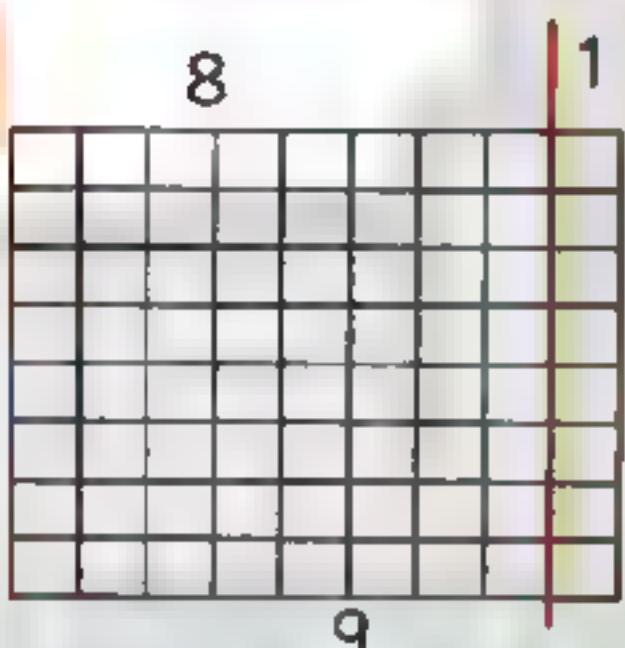
8

$$\begin{array}{r}
 8 \times 5 = \boxed{40} \\
 8 \times 4 = \boxed{32} \\
 \boxed{40} + \boxed{32} = \textcircled{72} \\
 8 \times 9 = \boxed{72}
 \end{array}$$



$$8 \times 9 = 8 \times (5 + 4) = (8 \times 5) + (8 \times 4)$$

Another method

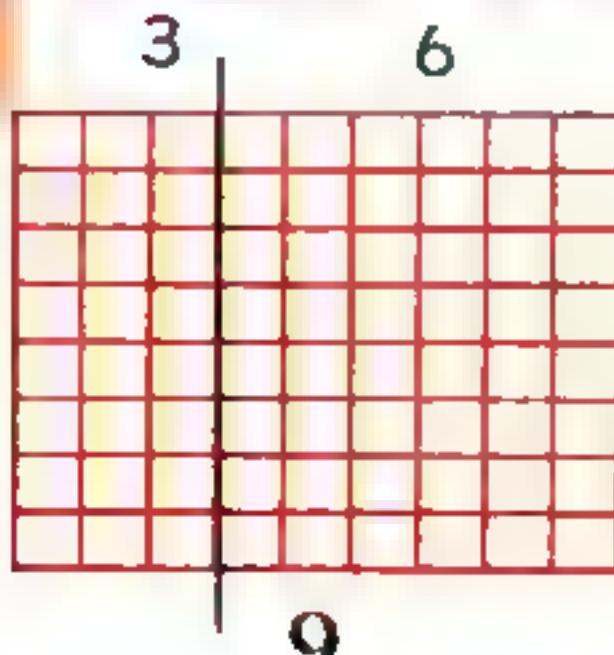


8

$$\begin{array}{r}
 8 \times 8 = \boxed{64} \\
 8 \times 1 = \boxed{8} \\
 \boxed{64} + \boxed{8} = \textcircled{72} \\
 8 \times 9 = \boxed{72}
 \end{array}$$

$$8 \times 9 = 8 \times (8 + 1) = (8 \times 8) + (8 \times 1)$$

Another method



8

$$\begin{array}{r}
 8 \times 3 = \boxed{24} \\
 8 \times 6 = \boxed{48} \\
 \boxed{24} + \boxed{48} = \textcircled{72} \\
 8 \times 9 = \boxed{72}
 \end{array}$$

$$8 \times 9 = 8 \times (3 + 6) = (8 \times 3) + (8 \times 6)$$

Bakkar Series

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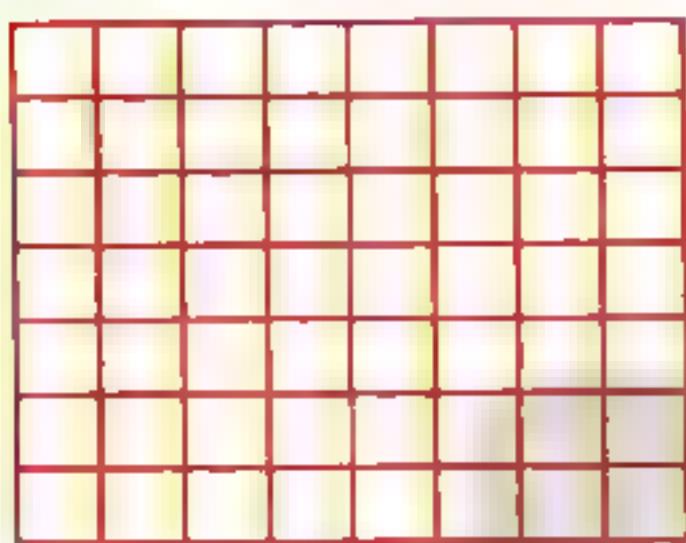
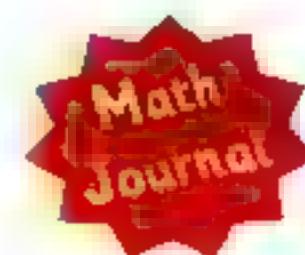
BAKKAR

## The polygons

Exercise

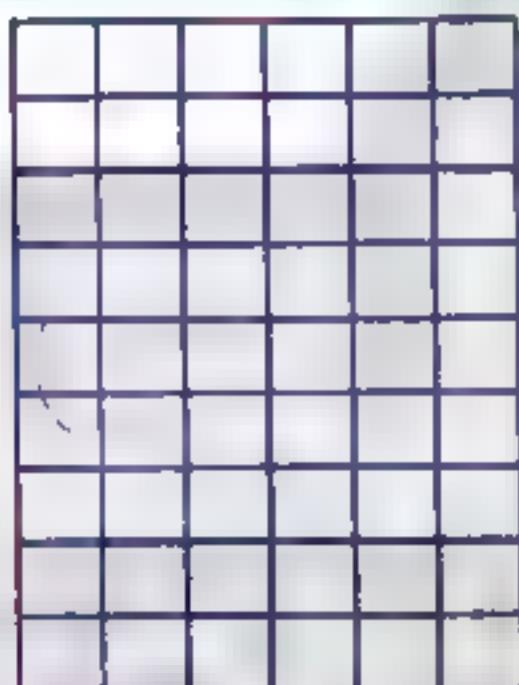
2

Use the distributive property to find :



$$\begin{array}{c} \boxed{\dots} \times \boxed{\dots} = \boxed{\dots} \\ \boxed{\dots} \times \boxed{\dots} = \boxed{\dots} \\ \boxed{\dots} + \boxed{\dots} = \text{circle} \\ 7 \times 8 = \dots \end{array}$$

$$7 \times 8 = 7 \times (\dots + \dots) = (7 \times \dots) + (7 \times \dots)$$



$$\begin{array}{c} \boxed{\dots} \times \boxed{\dots} = \boxed{\dots} \\ \boxed{\dots} \times \boxed{\dots} = \boxed{\dots} \\ \boxed{\dots} + \boxed{\dots} = \text{circle} \\ 9 \times 6 = \dots \end{array}$$

$$9 \times 6 = 9 \times (\dots + \dots) = (\dots \times \dots) + (9 \times \dots)$$



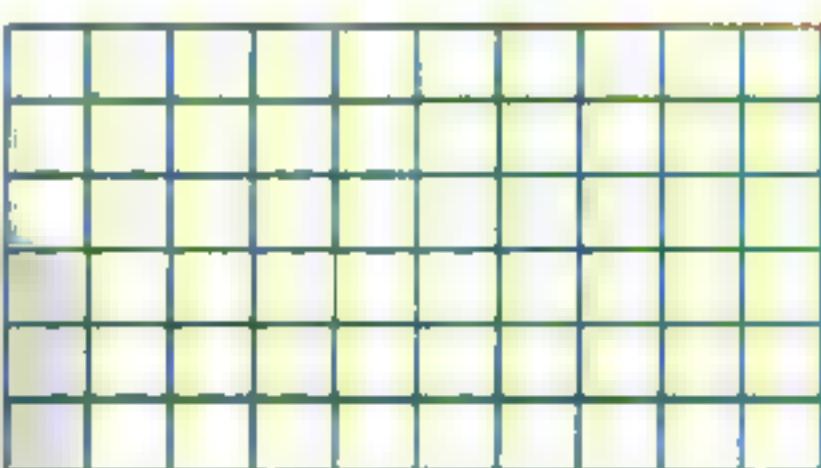
$$\begin{array}{c} \boxed{\dots} \times \boxed{\dots} = \boxed{\dots} \\ \boxed{\dots} \times \boxed{\dots} = \boxed{\dots} \\ \boxed{\dots} + \boxed{\dots} = \text{circle} \\ 8 \times 2 = \dots \end{array}$$

$$8 \times 2 = \dots \times (\dots + \dots) = (\dots \times \dots) + (\dots \times \dots)$$

## Self - check on lesson ( 38 , 39 , 40 )

1 Use the distributive property to find :

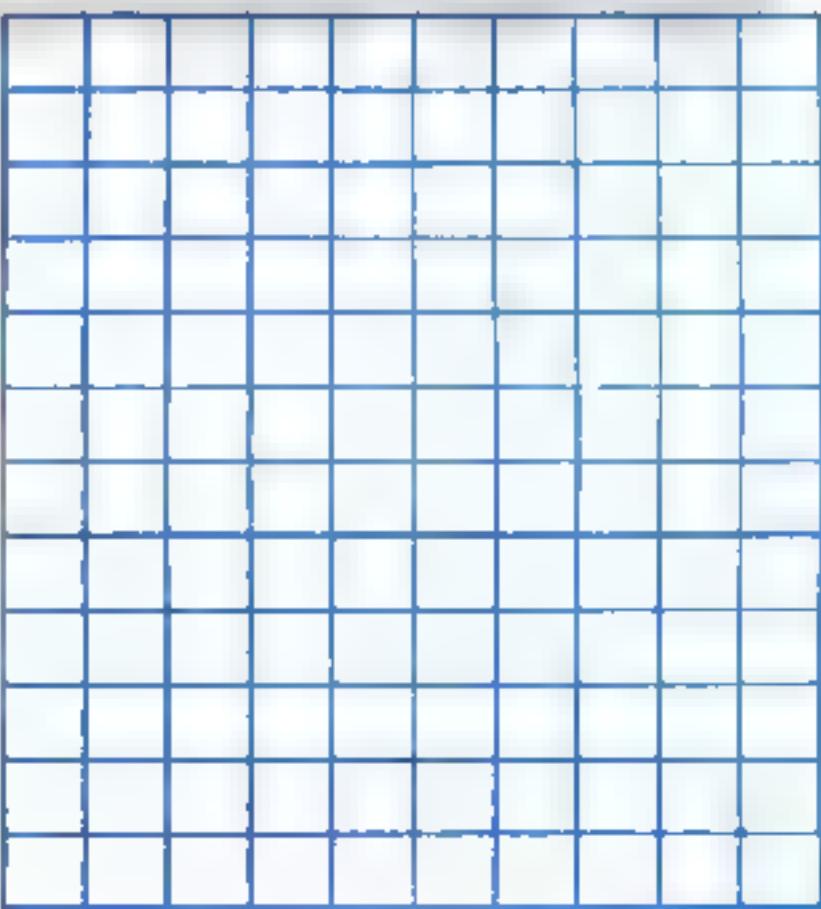
$$\begin{array}{rcl} \square \times \square & = & \square \\ \square \times \square & = & \square \\ \square + \square & = & \circ \\ 6 \times 10 & = & \end{array}$$



$$\begin{array}{rcl} \square \times \square & = & \square \\ \square \times \square & = & \square \\ \square + \square & = & \circ \\ 4 \times 6 & = & \end{array}$$



$$\begin{array}{rcl} \square \times \square & = & \square \\ \square \times \square & = & \square \\ \square + \square & = & \circ \\ 12 \times 10 & = & \end{array}$$



Bakkar Series

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## The polygons

2 Use the distributive property to find :

$$\begin{aligned} 5 \times 9 &= 5 \times (5 + \dots) \\ &= 5 \times 5 + 5 \times \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} 7 \times 8 &= 7 \times (4 + \dots) \\ &= 7 \times 4 + 7 \times \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} 9 \times 9 &= 9 \times (6 + \dots) \\ &= 9 \times 6 + 9 \times \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} 11 \times 5 &= 11 \times (3 + \dots) \\ &= 11 \times \dots + 11 \times \dots \\ &= 33 + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} 8 \times 6 &= 8 \times (\dots + 3) \\ &= 8 \times \dots + \dots \times 3 \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

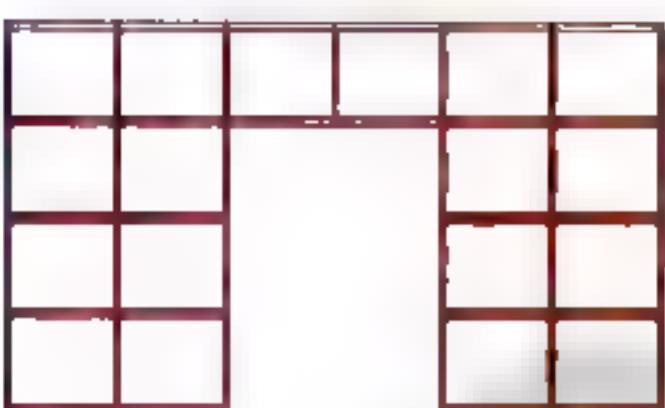
$$\begin{aligned} 12 \times 6 &= 12 \times (4 + \dots) \\ &= 12 \times 4 + 12 \times \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} 9 \times 12 &= 9 \times (2 + \dots) \\ &= 9 \times 2 + 9 \times \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} 1 \times 12 &= 1 \times (10 + \dots) \\ &= 1 \times 10 + 1 \times \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

## Self - check 2 Chapter 4

- 1 Find the area of the following shapes :



The area = ..... units



The area = ..... units

- 2 Use the distributive property to find :



$$\begin{array}{r} \times \\ \times \\ \square + \square \\ 4 \quad \times \quad 6 \end{array} = \begin{array}{c} \square \\ \square \\ \square \\ \circ \end{array}$$

- 3 Jana is plant pumpkin. Each pumpkin needs one square unit . Jana wants to make the garden of 2 rows of 9 square units in each . How many pumpkin plants can be grown in the garden? What is the area of her garden in square units?

The solution : Number of plant =  $\square \times \square$  = plant  
The area of garden =  $\square \times \square$  square units

Bakkar Series

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## Self - check 2 Chapters 1,2,3,4

1 Determine the area of the following rectangles :



$$\text{The area} = \quad \times \dots \dots \dots \\ = \quad \text{Square unit}$$



$$\text{The area} = \quad \times \dots \dots \dots \\ = \quad \text{Square unit}$$

2 Complete :

$$8 \times 12 = 8 \times (2 + \dots) + \dots \\ = 8 \times 2 + 8 \times \dots \\ =$$

$$3 \times 12 = 3 \times (10 + \dots) + \dots \\ = 3 \times 10 + 3 \times \dots \\ =$$

$$4 \times 7 = 28$$

$$28 \div 4 = \dots$$

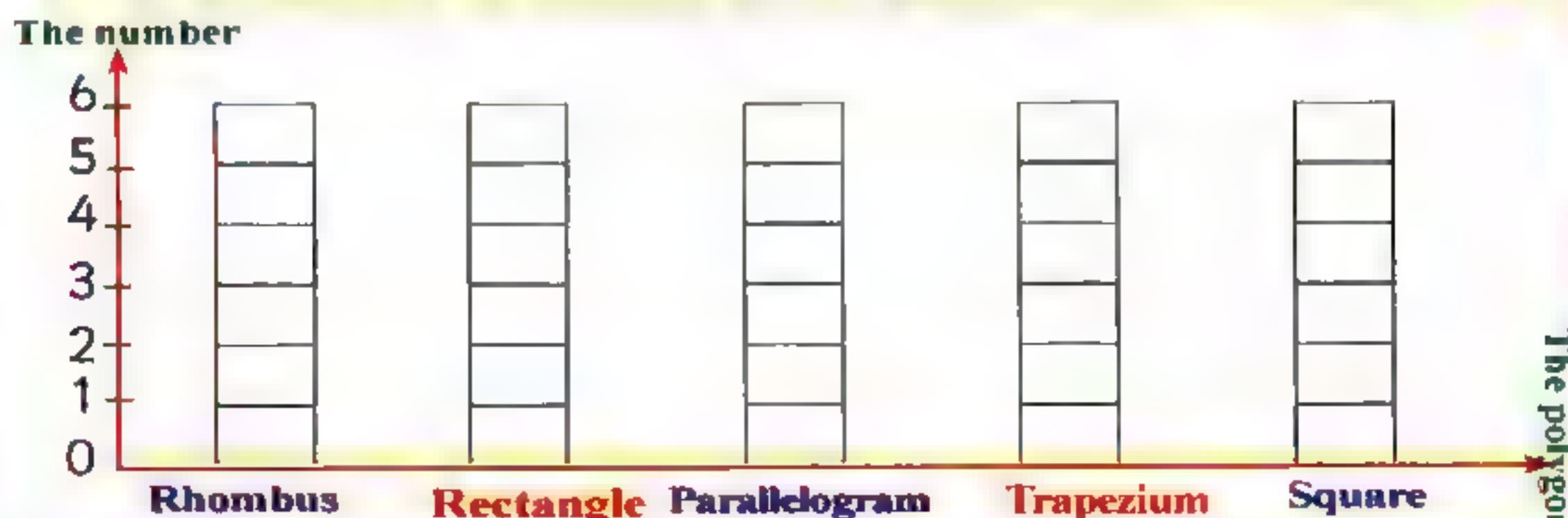
$$28 \div 7 = \dots$$

$$8 \times 5 = 40$$

$$40 \div 5 = \dots$$

$$40 \div 4 = \dots$$

3 Represent the relation between the polygon and the number of its sides in the following bar graph :



For more exercises follow the Bakkar Self - check page (210)

Primary 3 - Term 1

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# Chapter 5

## The perimeter and The area

### Key Vocabulary

Measurement	قياس
Multiple of a number	مضاعف العدد
Open shape	شكل مفتوح
Perimeter	محيط
Properties	الخواص
Strategy	استراتيجية
The actual	الفعلي

Cm	سم
Estimate	التقدير
Height	الارتفاع
Length	الطول
Linear	خطي
Linear measurement	قياس خطى

نحوه في أي عمل عليه الملاحة



Content



Exercise  
inspired by  
Discover Book

**Lesson**

( 41 , 42 , 43 )

**The perimeter****Activity ① Number challenge :**

First pupils cards A

1 2 3 4 5 6 7 8 9 10

Second pupils cards B

1 2 3 4 5 6 7 8 9 10

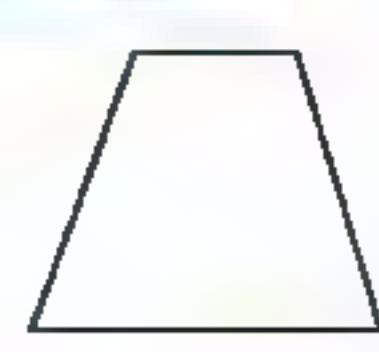
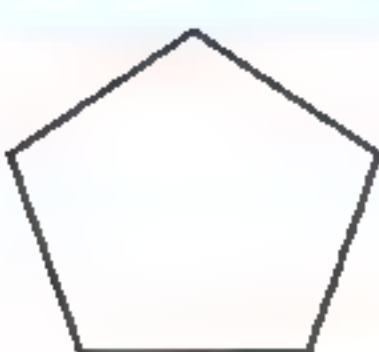
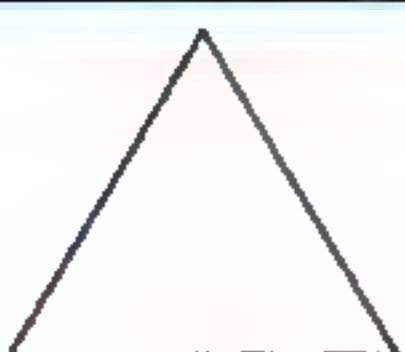
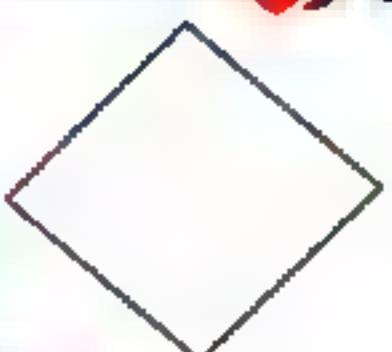
**Ex:** First factor card from pupil A as 7

Second factor card from pupil B as 10

The product of  $7 \times 10 = 70$ **Use one of the following strategies :**

( Repeated Addition - skip count - array ) to find the product of multiplication

The first factor	The second factor	The product
7	10	$7 \times 10 = 70$

**Activity ② Colour the quadrilateral with blue :****Primary ③ - Term 1**



## Chapter 5

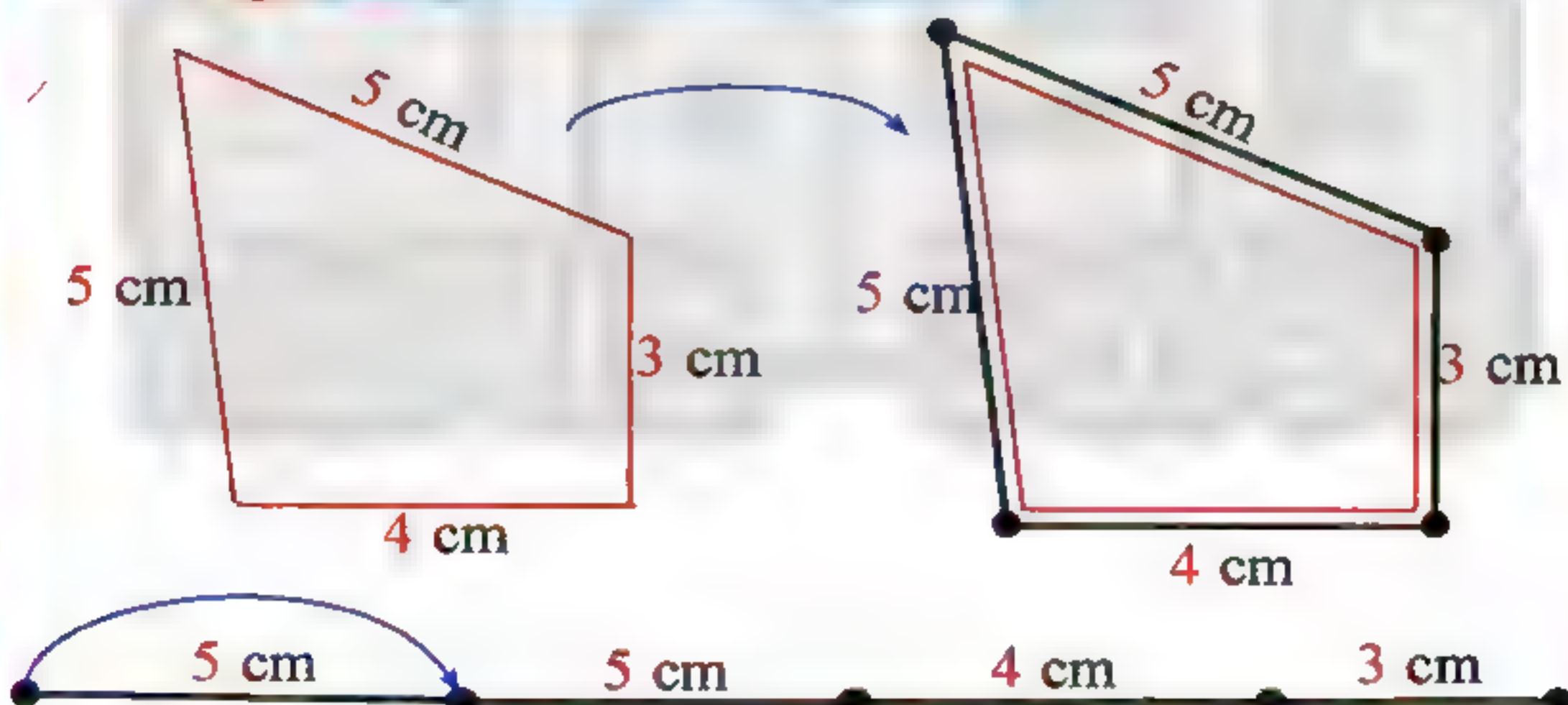
Activity 3 Put (✓) under the polygons :



Activity 4 Learn tools for measuring lengths :



Activity 5 Notice the following :



The length of the string =  $5 + 5 + 4 + 3 = 17 \text{ cm}$

**Deduce :** The perimeter is the length of the line around the shape

So that : The perimeter is a Linear measurement

Bakkar Series



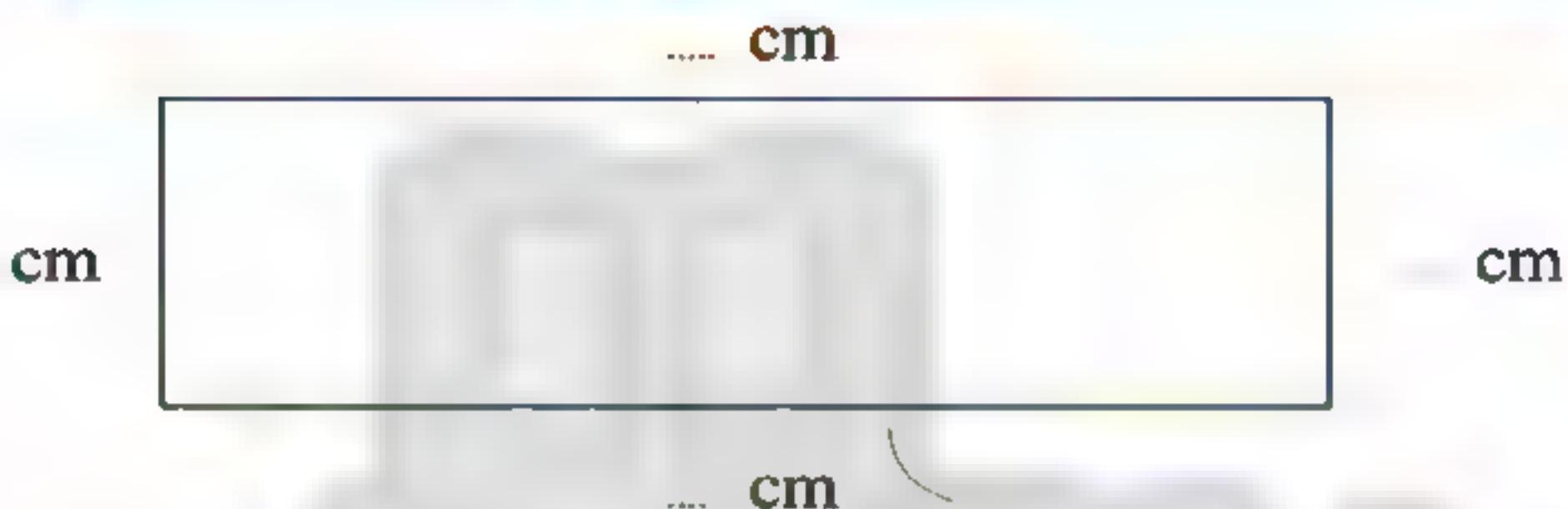
**The perimeter**

: is the sum of the side lengths

Activity

6

Find the length of each side then find the perimeter ( using ruler ) :

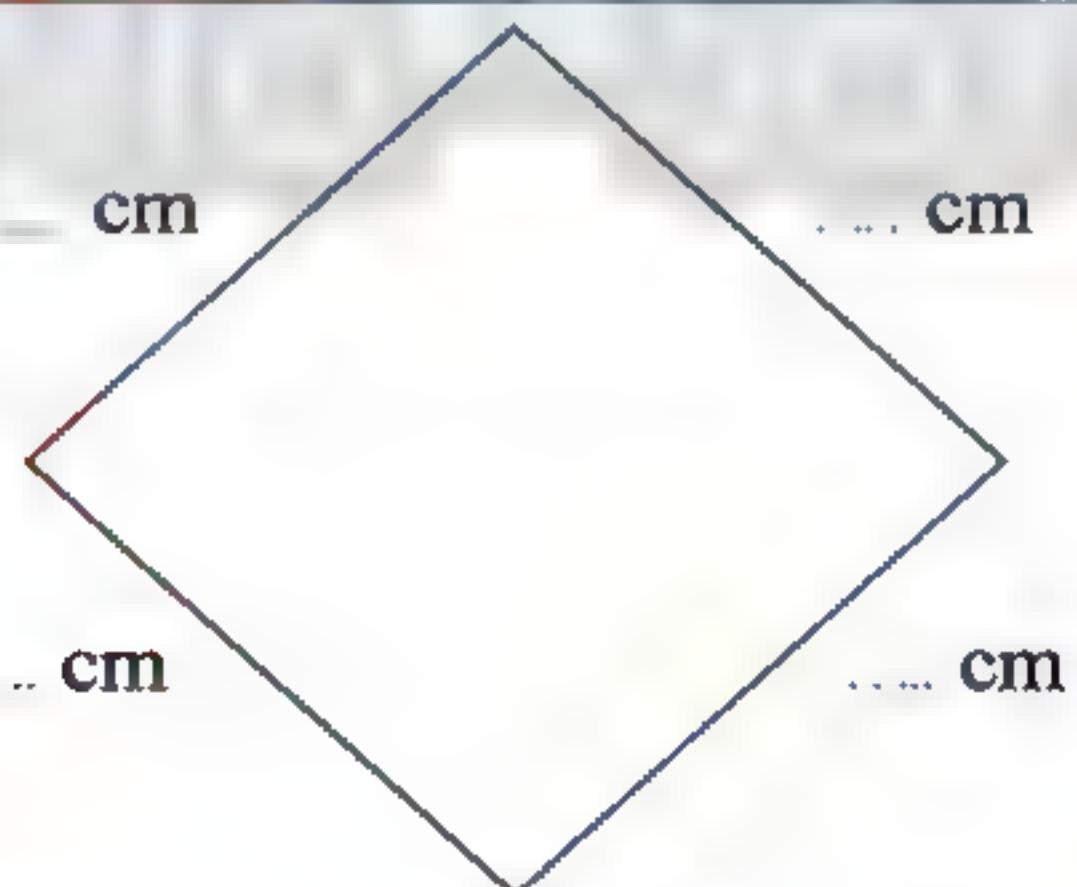


**The perimeter** = .... + .... + .... + .... = .... cm

Exercise

1

Find the length of each side then find the perimeter ( using ruler ) :



**The perimeter** = .... + .... + .... + .... = .... cm

Primary 3 - Term 1

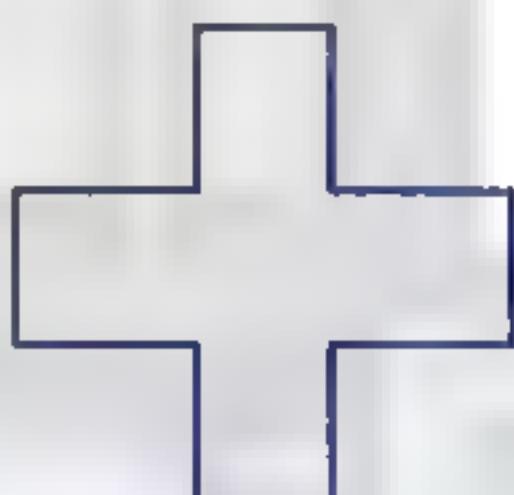
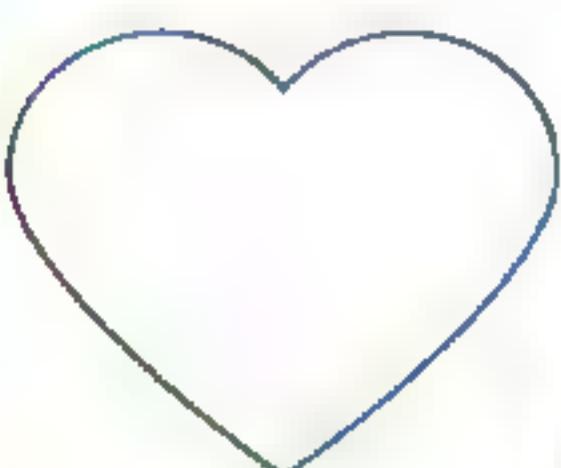
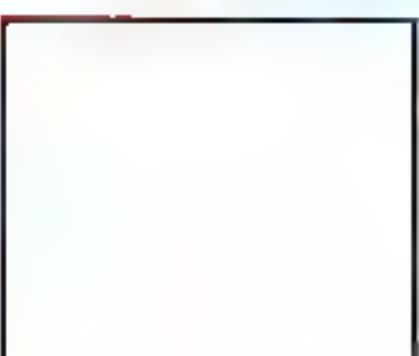


## Chapter 5

Exercise

2

Circle the polygons and remove the shapes that isn't polygons :



Exercise

3

Find the length of each side then find the perimeter ( using ruler ) :



Figure 1



Figure 2

Polygon	Perimeter				
Figure 1	$\_ + \_ + \_ + \_ = \_ \text{ cm}$				
Figure 2	$\_ + \_ + \_ + \_ + \_ = \_ \text{ cm}$				

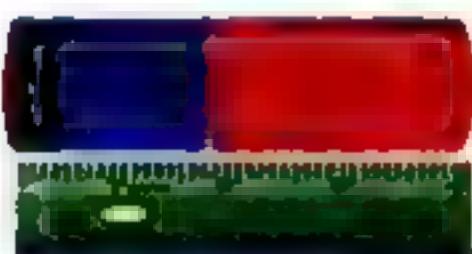
Bakkar Series



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## Perimeter and Area

Remember



Estimate the length using finger

The length about = 3 cm

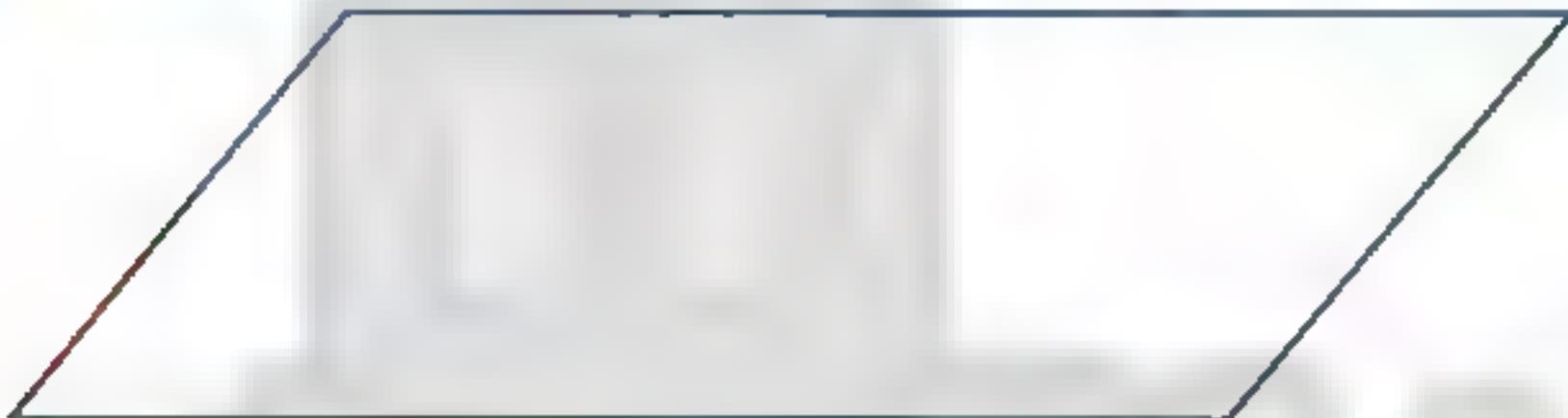
Using ruler to find the length

The length = 4 cm

Exercise

4

Estimate the perimeter of the figure then find the real perimeter :



The estimation

Side	Length (cm)
1	
2	
3	
4	
Perimeter	

The real

Side	Length (cm)
1	
2	
3	
4	
Perimeter	



The estimation

Side	Length (cm)
1	
2	
3	
Perimeter	

The real

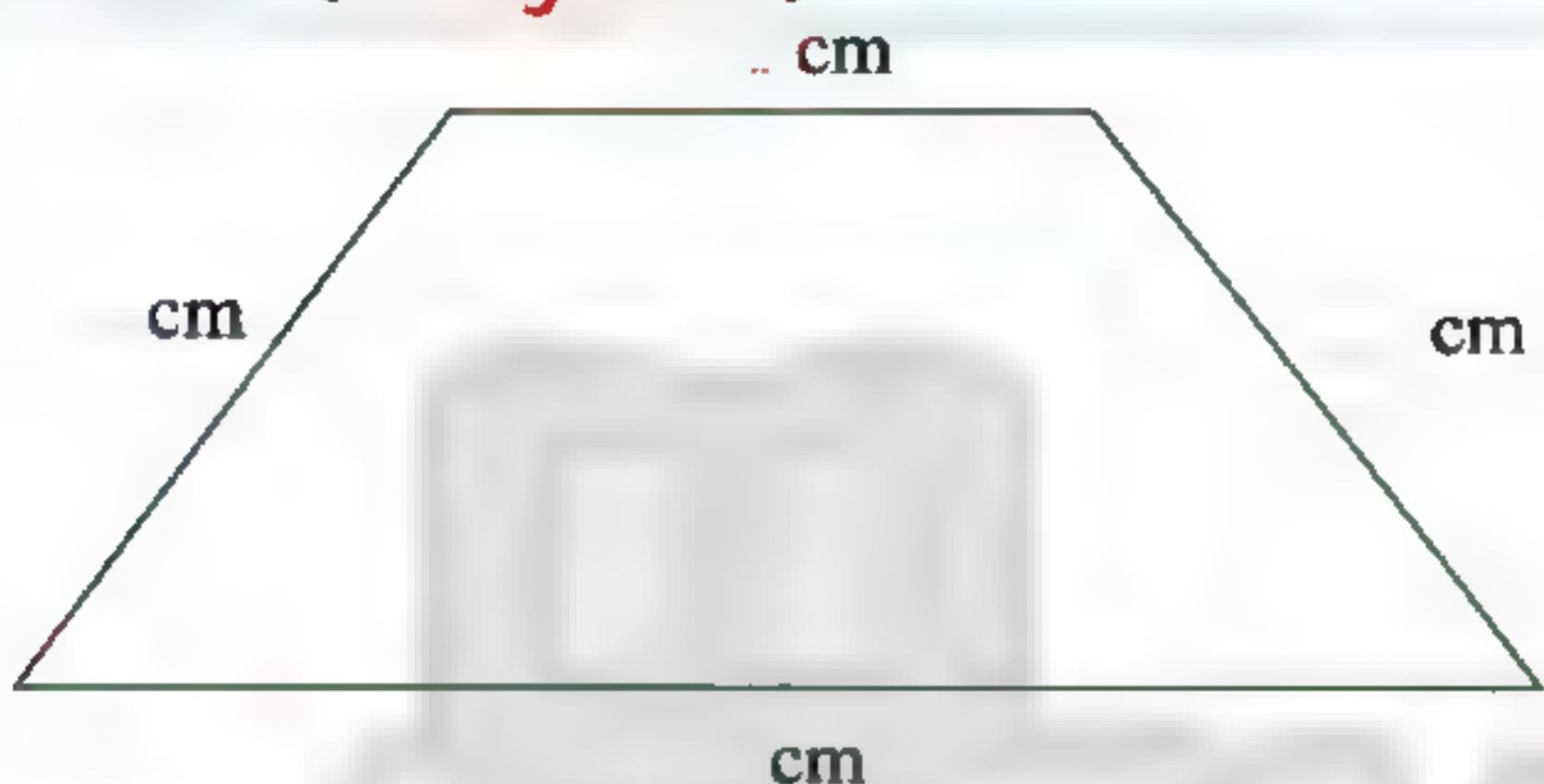
Side	Length (cm)
1	
2	
3	
Perimeter	

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Primary 3 - Term 1

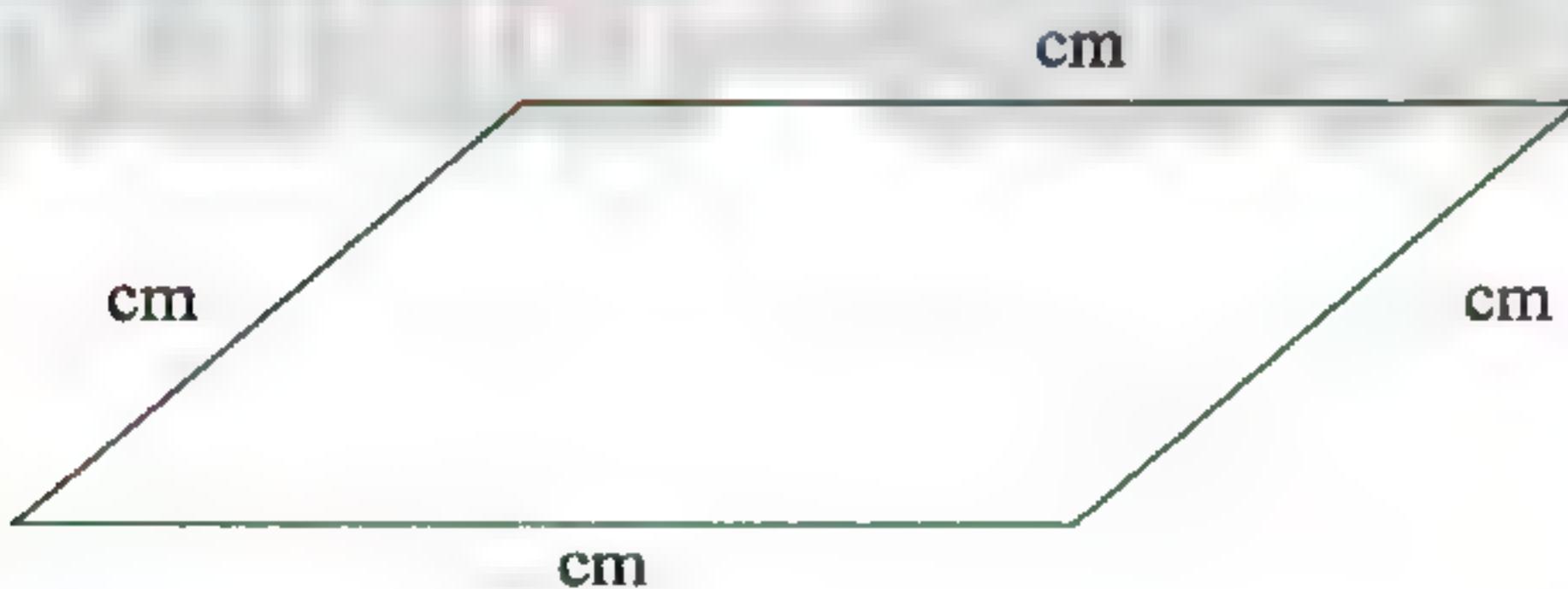
## Self - check on lesson ( 41 , 42 , 43 )

- 1 Find the length of each side then find the perimeter ( using ruler ) :



The perimeter =  $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$  cm

- 2 Find the length of each side then find the perimeter ( using ruler ) :

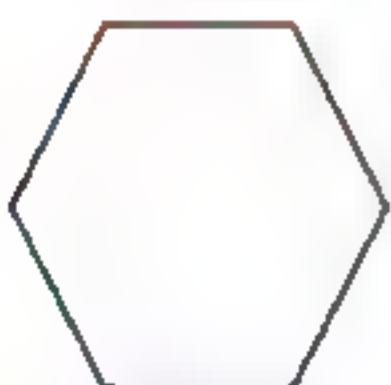
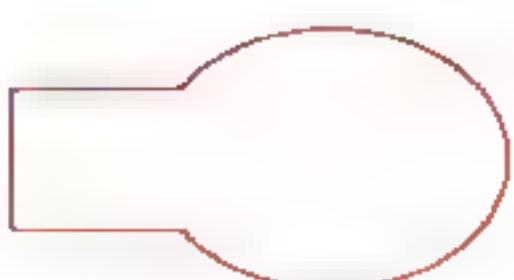


The perimeter =  $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$  cm

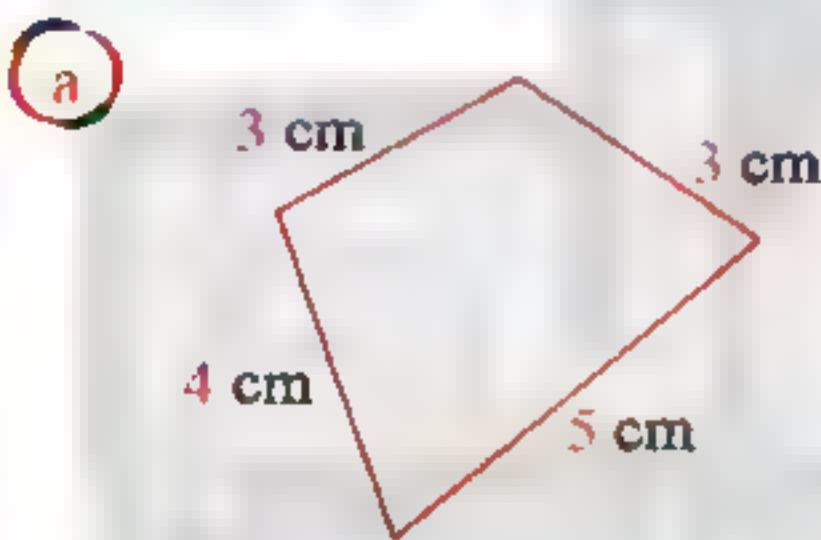
Bakkar Series



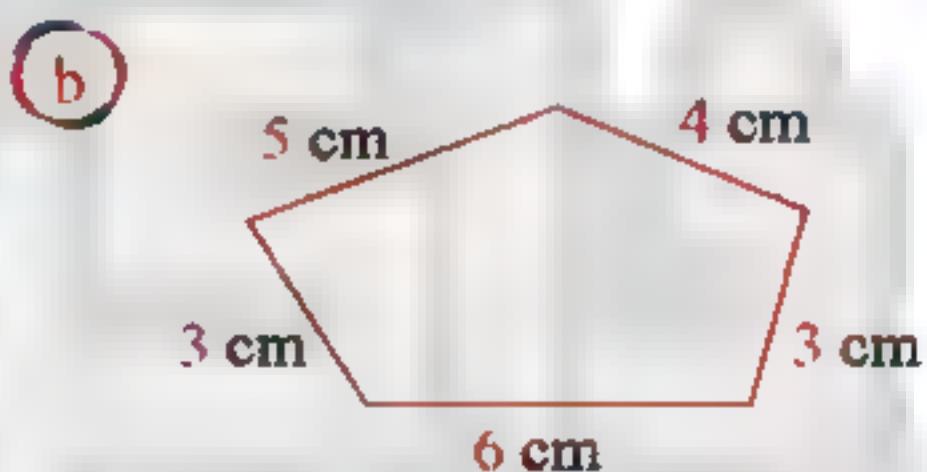
3 Circle the polygons :



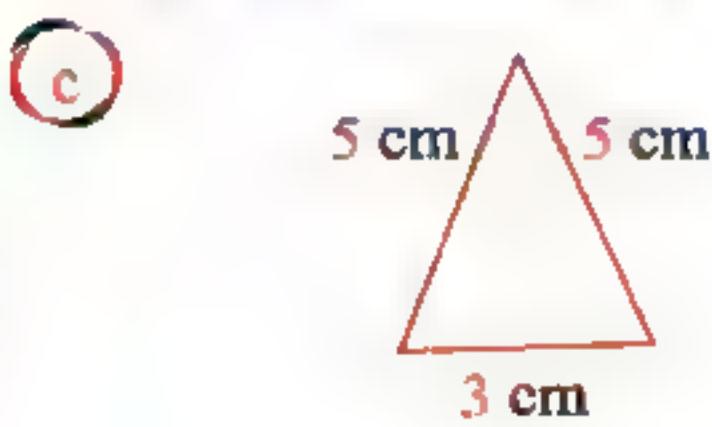
4 Find the perimeter for each polygon :



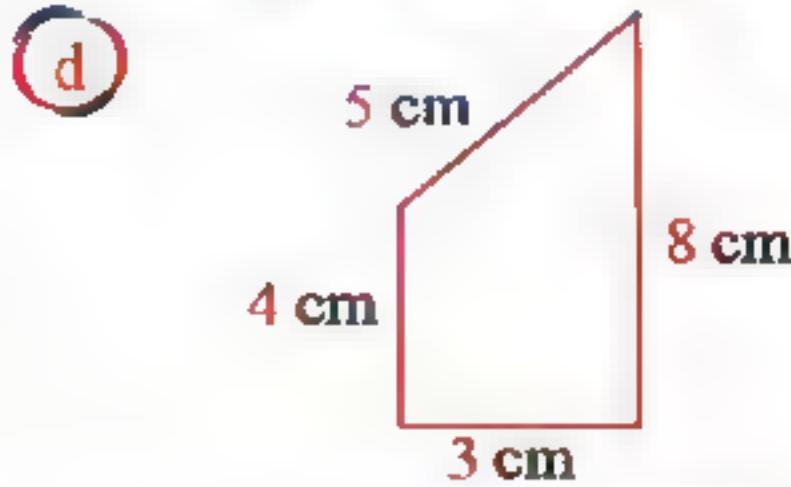
$$\text{Perimeter} = \dots \text{cm}$$



$$\text{Perimeter} = \dots \text{cm}$$



$$\text{Perimeter} = \dots \text{cm}$$



$$\text{Perimeter} = \dots \text{cm}$$

\*\* The ascending order of the perimeter :

, , , , ,

Primary 3 - Term 1

**Lesson**

( 44 , 45 , 46 )

**The diffrente between  
the perimeter and the area**

**Activity 1** from the figure find the length of the fence :

Width = 4 m

Length = 6 m



The length of the fence ( The perimeter ) =  $4 + 4 + 6 + 6 = 20$  m

**Activity 2** Find the area and the perimeter of the following Hunger :

The perimeter : the length of the outer line

The perimeter ( The length of the fence )  
 $= 3 + 3 + 4 + 4 = 14$  m

3 m



Area : number of units

Area ( number of units ) =  $3 \times 4$   
 $= 12$  square meter

**Deduction :** The perimeter is linear measurement

**But** The area in not linear measurement

**Bakkar Series**

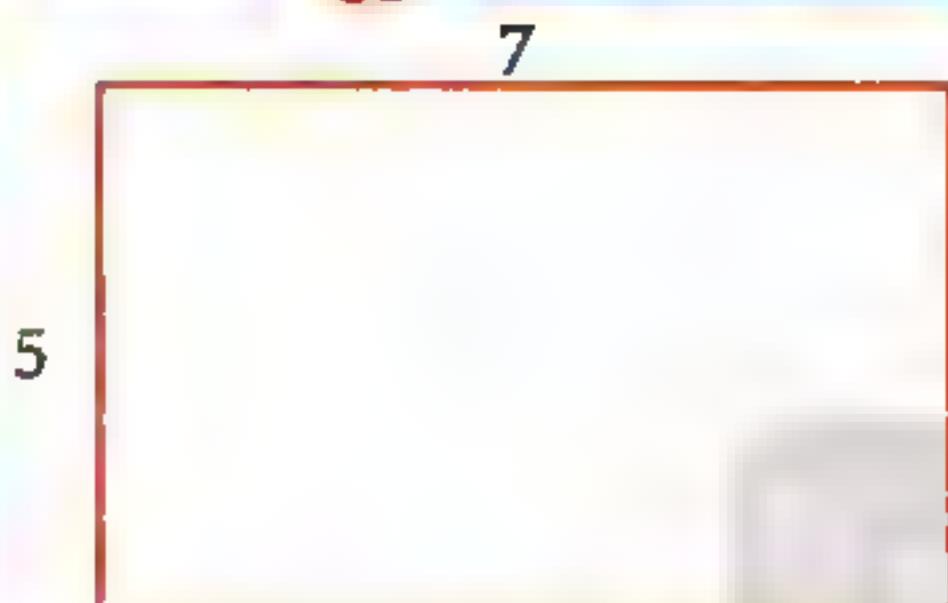


BAKKAR

## Perimeter and Area

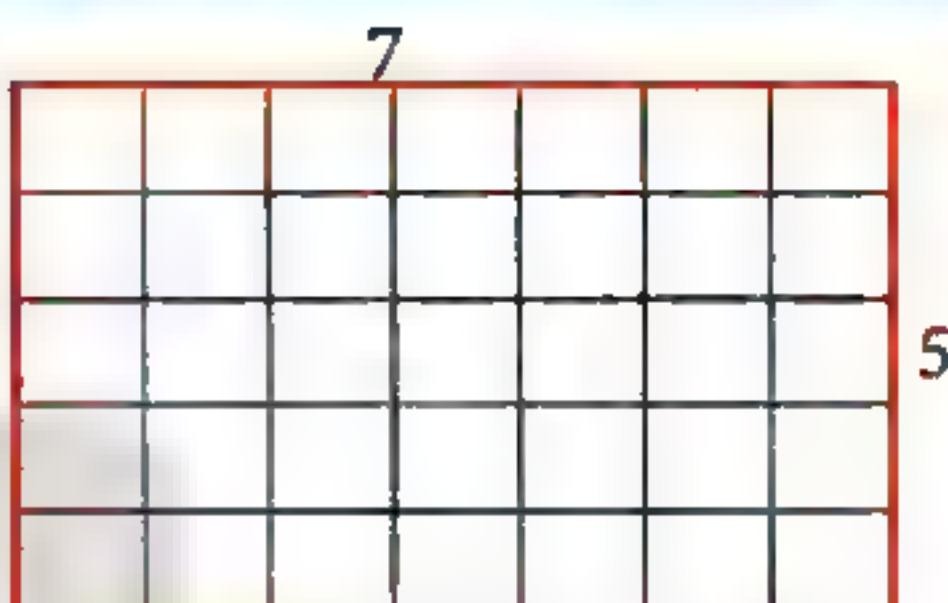
Strategies for finding Area of rectangle

Activity 3

Find the area of the following rectangle :

Number of units strategy

$$\text{Area of rectangle} = (\text{No. units}) \\ = 35 \text{ square units}$$



Array strategy

$$\text{Area of rectangle} \\ = \text{No. rows} \times \text{No. columns} \\ = 5 \times 7 = 35 \text{ square units}$$

Rule strategy

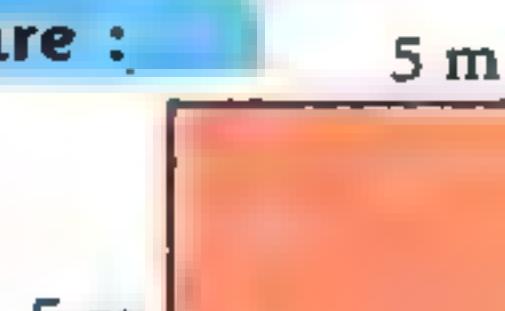
$$\text{Area of rectangle} = \text{length} \times \text{width} \\ = 7 \times 5 = 35 \text{ square units}$$

So       $\text{Area of rectangle} = \text{Length} \times \text{Width}$ 

Activity 4

Find the area of the square :

$$\text{Area of square} = \text{side length} \times \text{it self} \\ = 5 \times 5 \\ = \dots \text{square meter}$$

So       $\text{Area of square} = \text{side length} \times \text{side length}$ 

Primary (3) - Term 1

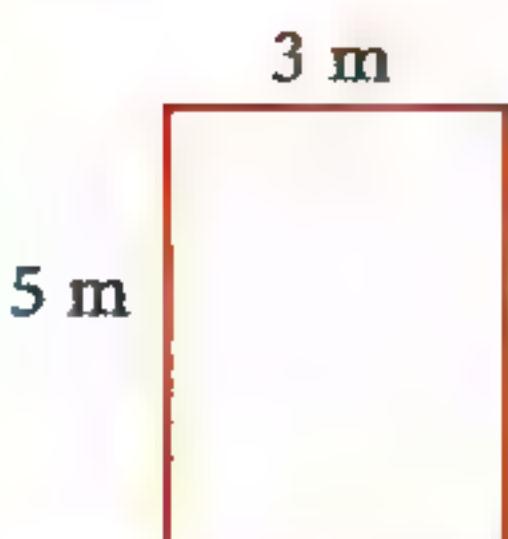


## Chapter 5

## Exercise 1

Find the perimeter and the area of the following :

(a)



The perimeter

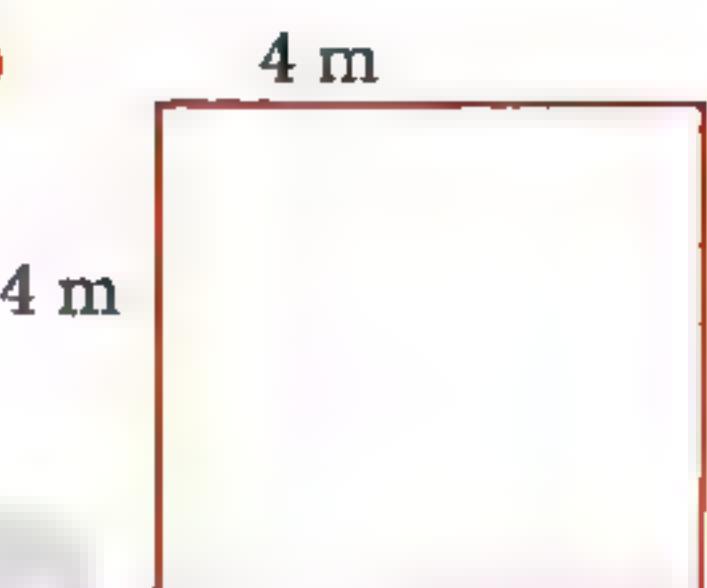
$$= \dots + \dots + \dots + \dots = \dots \text{ m}$$

Area of rectangle  $= L \times W$ 

$$= \dots \times \dots$$

$$= \dots \text{ square meter}$$

(b)



The perimeter

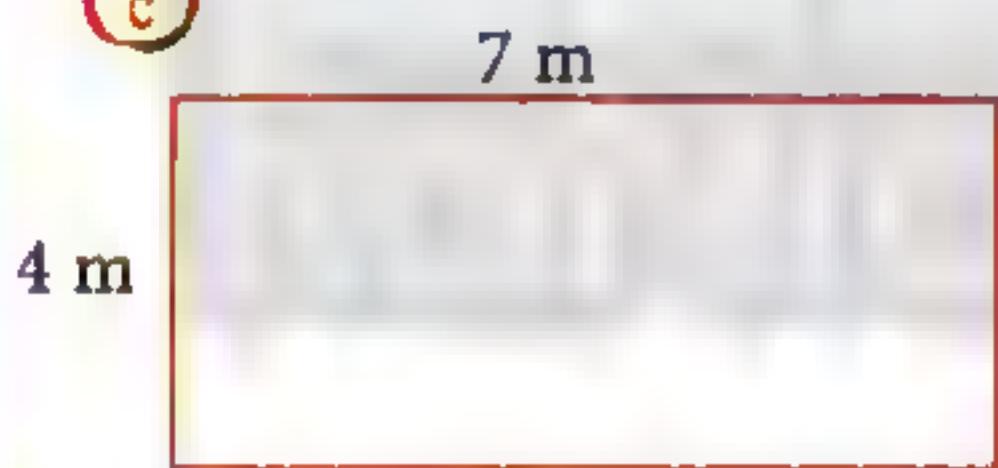
$$= \dots + \dots + \dots + \dots = \dots \text{ m}$$

Area of square

= side length  $\times$  it self

$$= \dots \times \dots = \dots \text{ square meter}$$

(c)



The perimeter

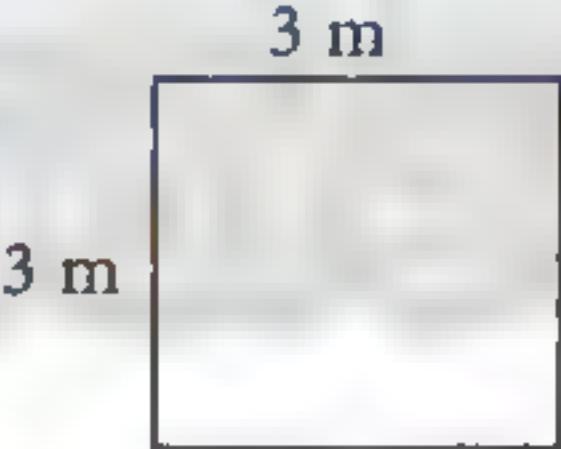
$$= \dots + \dots + \dots + \dots = \dots \text{ m}$$

Area of rectangle  $= L \times W$ 

$$= \dots \times \dots$$

$$= \dots \text{ square meter}$$

(d)



The perimeter

$$= \dots + \dots + \dots + \dots = \dots \text{ m}$$

Area of square

= side length  $\times$  it self

$$= \dots \times \dots = \dots \text{ square meter}$$

## Bakkar Series



BAKKAR

Perimeter and Area



## Activities from Math Journal

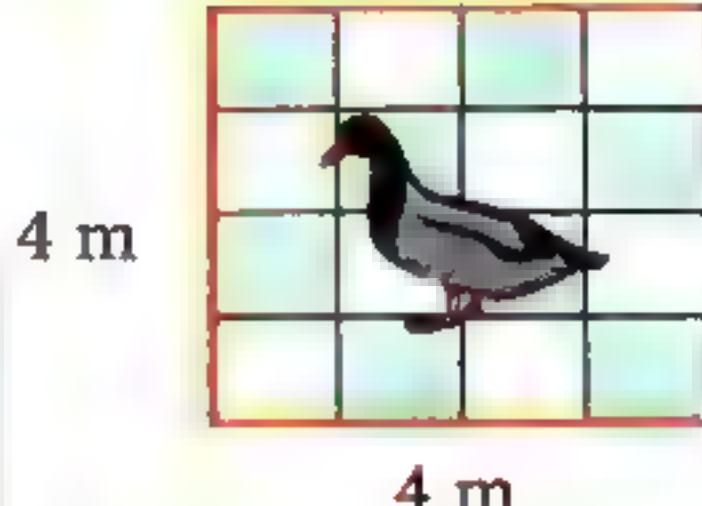
Activity 5 Find the perimeter and the area of the following :

The perimeter (The length of the fence)

$$= \dots + \dots + \dots + \dots \\ = \dots \text{ m}$$

The area (number of squares)

$$= \dots \times \dots \\ = \dots \text{ square meter}$$



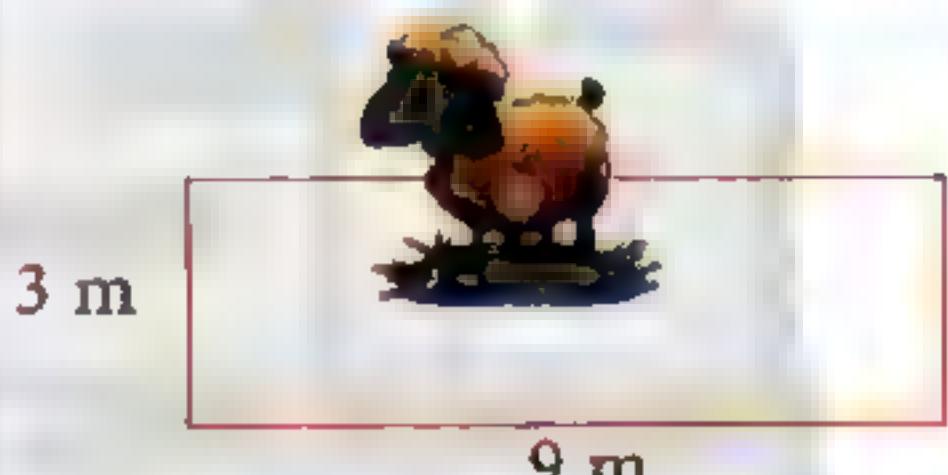
Activity 6 Find the perimeter and the area of the following :

The perimeter (The length of the fence)

$$= \dots + \dots + \dots + \dots \\ = \dots \text{ m}$$

The area (number of squares)

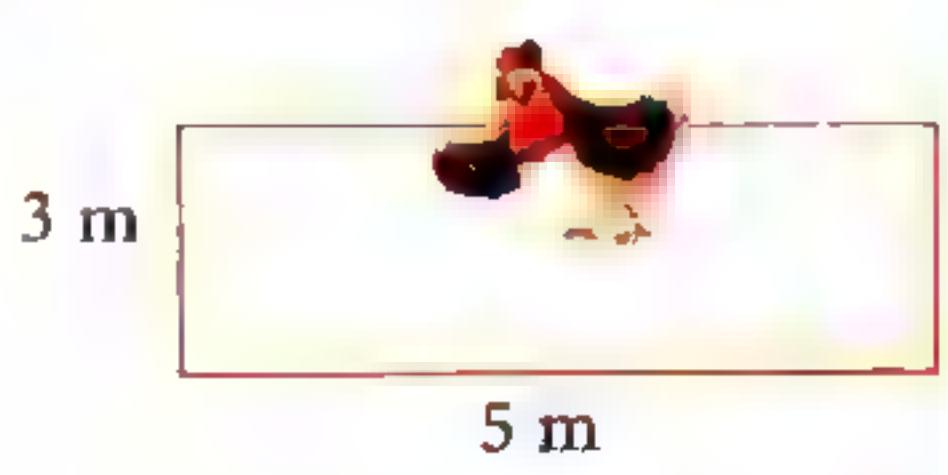
$$= \dots \times \dots \\ = \dots \text{ square meter}$$



Activity 7 Find the perimeter and the area of the following :

The perimeter (The length of the fence)

$$= \dots + \dots + \dots + \dots \\ = \dots \text{ m}$$



The area (number of squares)

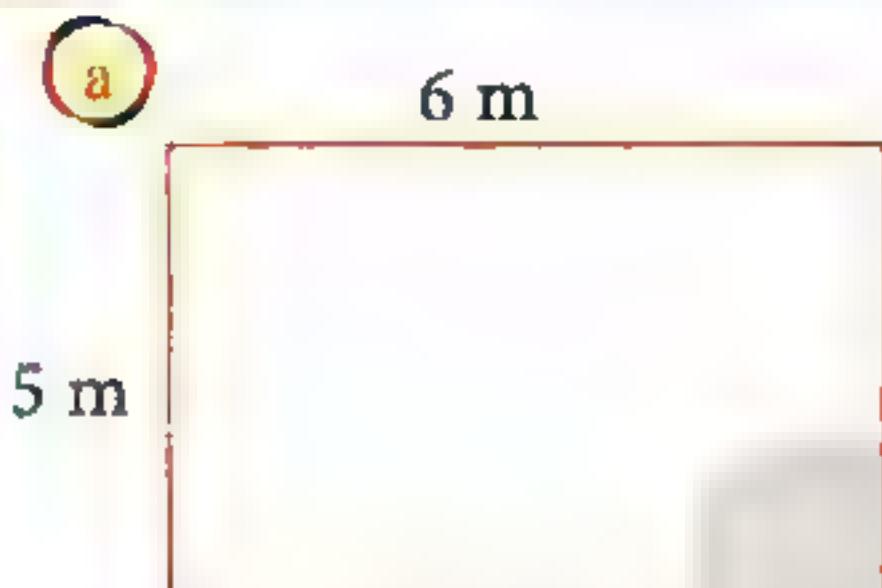
$$= \dots \times \dots \\ = \dots \text{ square meter}$$



Primary 3 - Term 1

## Self - check on lesson ( 44 , 45 , 46 )

- (1) Find the perimeter and the area of the following :

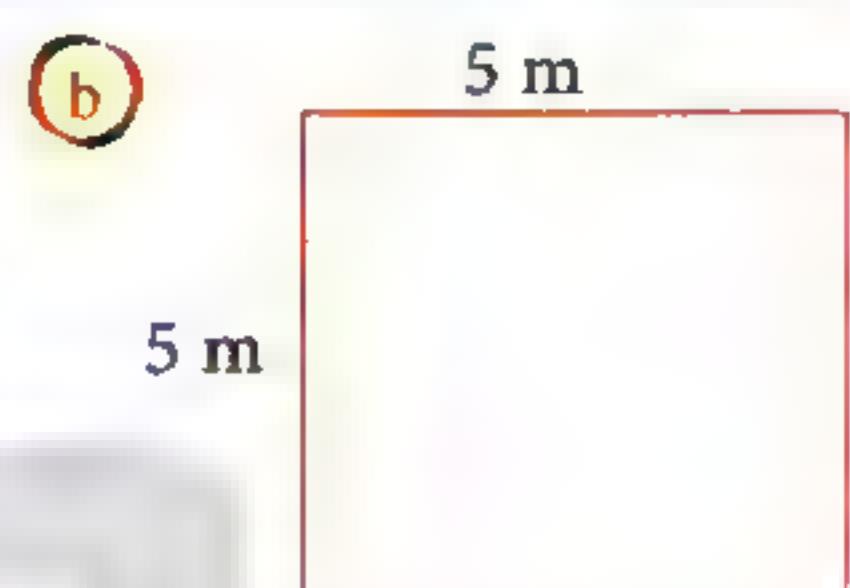


The perimeter

$$= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ m}$$

Area of rectangle = L × W

$$\begin{aligned} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square meter} \end{aligned}$$

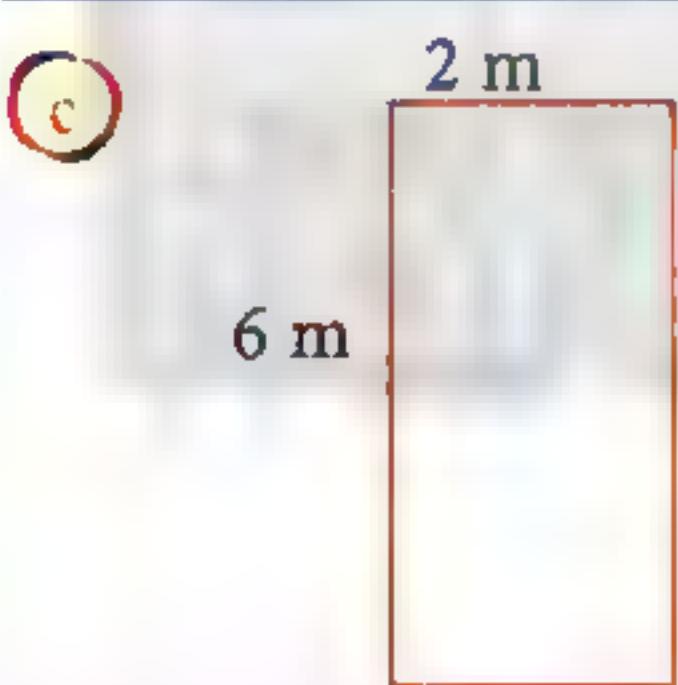


The perimeter

$$= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ m}$$

Area of square

$$\begin{aligned} &= \text{side length} \times \text{it self} \\ &= \underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ square meter} \end{aligned}$$

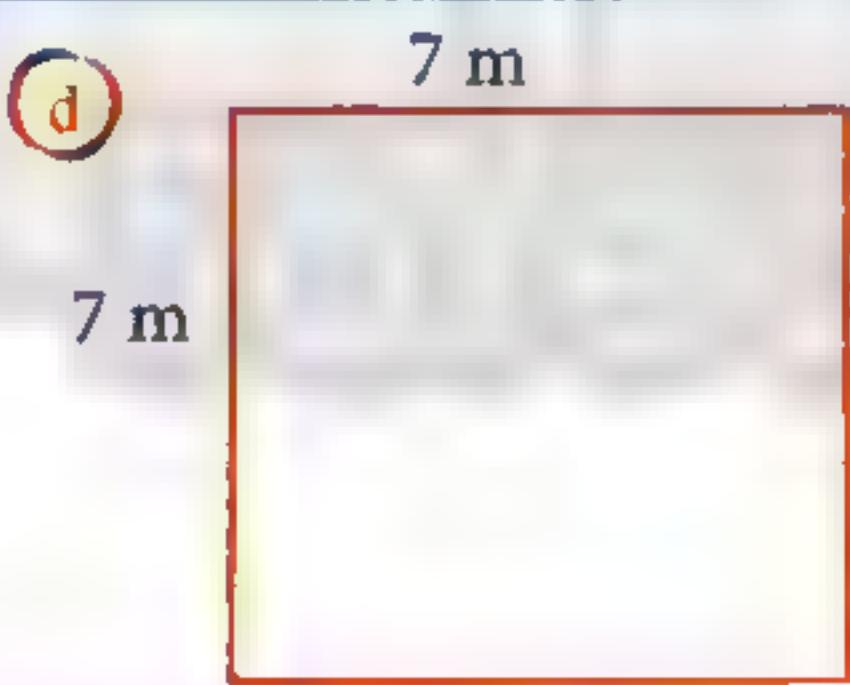


The perimeter

$$= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ m}$$

Area of rectangle = L × W

$$\begin{aligned} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square meter} \end{aligned}$$



The perimeter

$$= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ m}$$

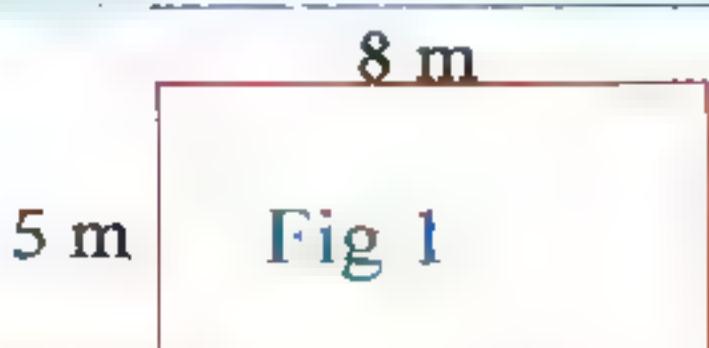
Area of square

$$\begin{aligned} &= \text{side length} \times \text{it self} \\ &= \underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ square meter} \end{aligned}$$

**Bakkar Series**

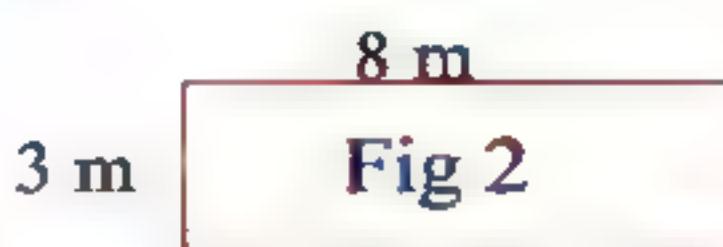


2 Which is the greater in area ?



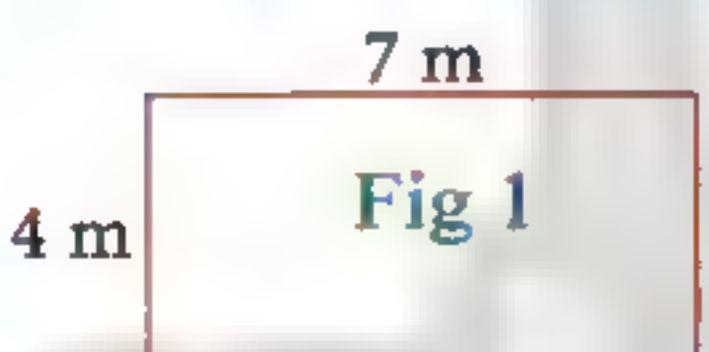
The area = ..... square meter

The greatest in area : .....

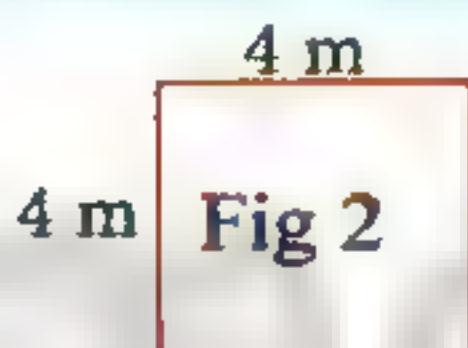


The area = ..... square meter

3 Find the difference between the area of the following :



The area = ..... square meter



The area = ..... square meter

The difference between the area = ..... - ..... = ..... square meter

4 Arrange the following figures according to its area ascendingly :



Fig 1



Fig 2



Fig 3



Fig 4

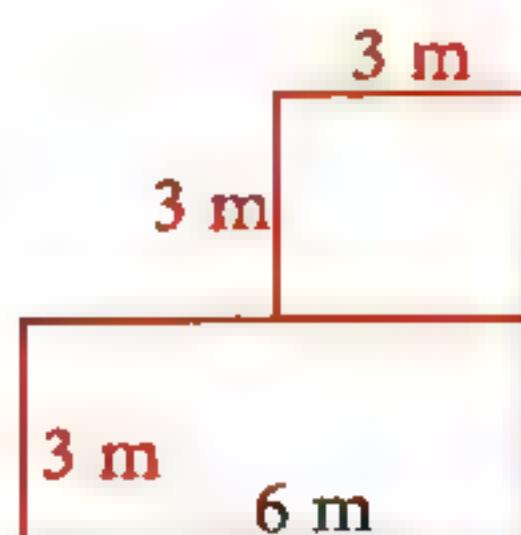
The order = ..... , ..... , ..... , .....

5 Find the area of the following :

Area of square = .....  $\times$  ..... = ..... square meter

Area of rectangle = .....  $\times$  ..... = ..... square meter

Area of figure = ..... + ..... = ..... square meter



Primary 3 - Term 1

**Lesson**

(47 , 48 , 49)

**Solving story problems****Activity 1 Complete :**

(a)  $27 \div 3 = \dots$

(c)  $36 \div 9 = \dots$

(e)  $21 \div 3 = \dots$

(b)  $44 \div 11 = \dots$

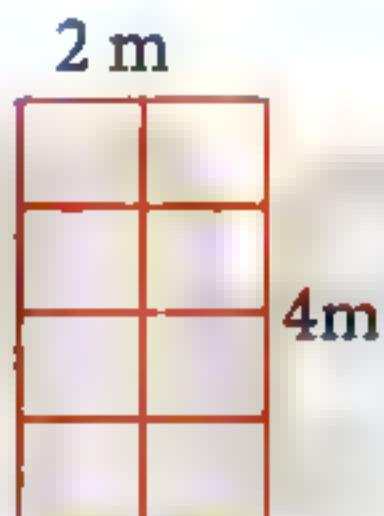
(d)  $48 \div 12 = \dots$

(f)  $36 \div 6 = \dots$

**Activity 2 Find the perimeter and the area of the following :**

The perimeter =  $1 + 1 + 8 + 8 = 18 \text{ m}$

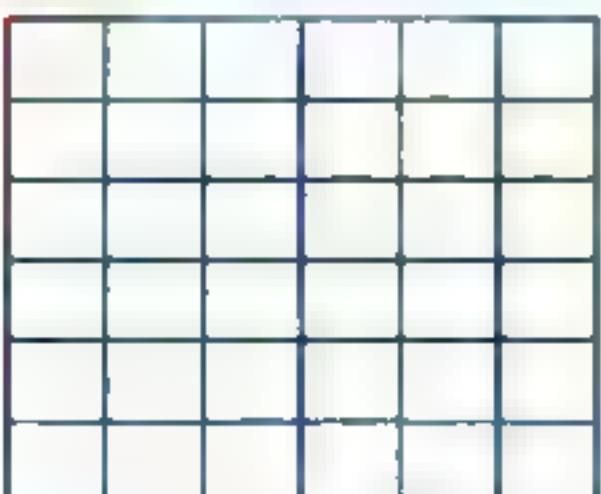
The area =  $1 \times 8 = \dots \text{ square meter}$



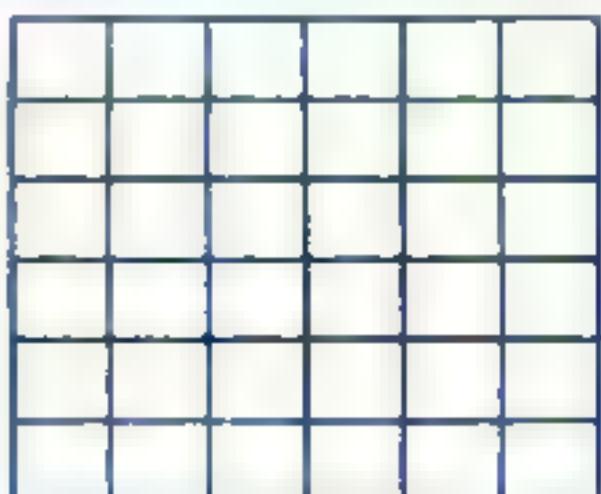
The perimeter =  $4 + 4 + 2 + 2 = 12 \text{ m}$

The area =  $4 \times 2 = 8 \text{ square meter}$

Notice the two rectangle have the same area but different perimeter

**Exercise 1** Shade two rectangle with area 6 units and with different perimeter

The perimeter = ... + ... + ... + ...  
= ... m



The perimeter = ... + ... + ... + ...  
= ... m

**Bakkar Series**

BARKAR

## Perimeter and Area

Activity

3

Find the perimeter and the area of the following :



$$\text{The perimeter} = \dots + \dots + \dots + \dots \\ = \dots \text{ m}$$

$$\text{The area} = 4 \times \\ = \dots \text{ square meter}$$



$$\text{The perimeter} = \dots + \dots + \dots + \dots \\ = \dots \text{ m}$$

$$\text{The area} = 2 \times \\ = \dots \text{ square meter}$$

Notice The two rectangle have the same perimeter and different area

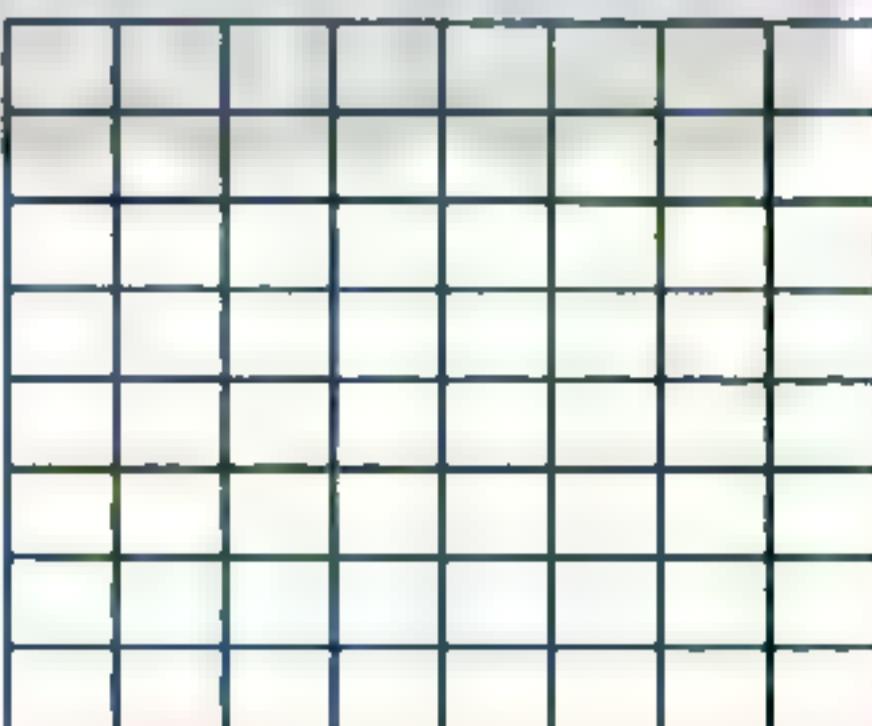
Exercise

2

Shade two rectangle with perimeter 14 m but have different area :



$$\text{The area} = \dots \times \\ = \dots \text{ square meter}$$



$$\text{The area} = \dots \times \\ = \dots \text{ square meter}$$

Primary 3 - Term 1



## Activities from Math Journal

Activity

4

**Shaimaa** is sewing a border on a square baby blanket. The length of the blanket is 45 centimetres and the width is 45 centimetres. How long will the border be?

**Notice :** The length equal the perimeter

$$\begin{aligned}\text{The perimeter} &= \dots + \dots + \dots + \\ &= \dots \text{ m}\end{aligned}$$

45 m



45 m

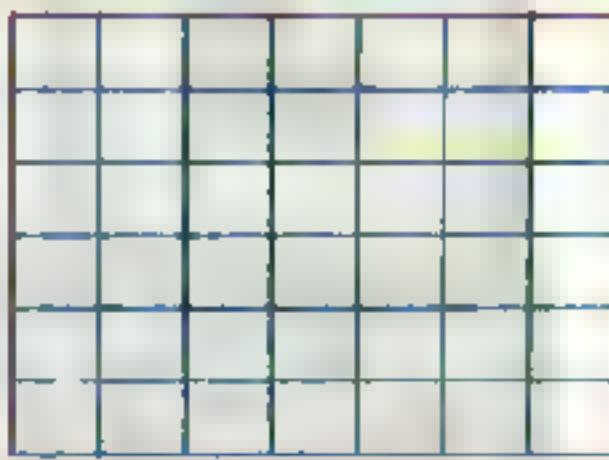
Activity

5

**Farouk** is building a patio. He wants the length of the patio to be 7 tiles and its width to be 6 tiles. How many tiles will he use in all to build the patio ?

**Notice :** The number of tiles = the area

$$\begin{aligned}\text{The area} &= \dots \times \\ &= \dots \text{ tiles}\end{aligned}$$



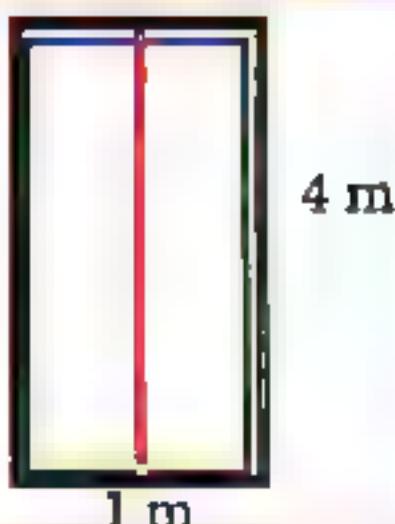
Activity

6

**Omnia** wants to put a wooden trim around her window. The window is 4 meters tall and 1 meter wide. How long the wood does she need for the trim ?

**Notice :** The length is the perimeter

$$\begin{aligned}\text{The perimeter} &= \dots + \dots + \dots + \\ &= \dots \text{ m}\end{aligned}$$



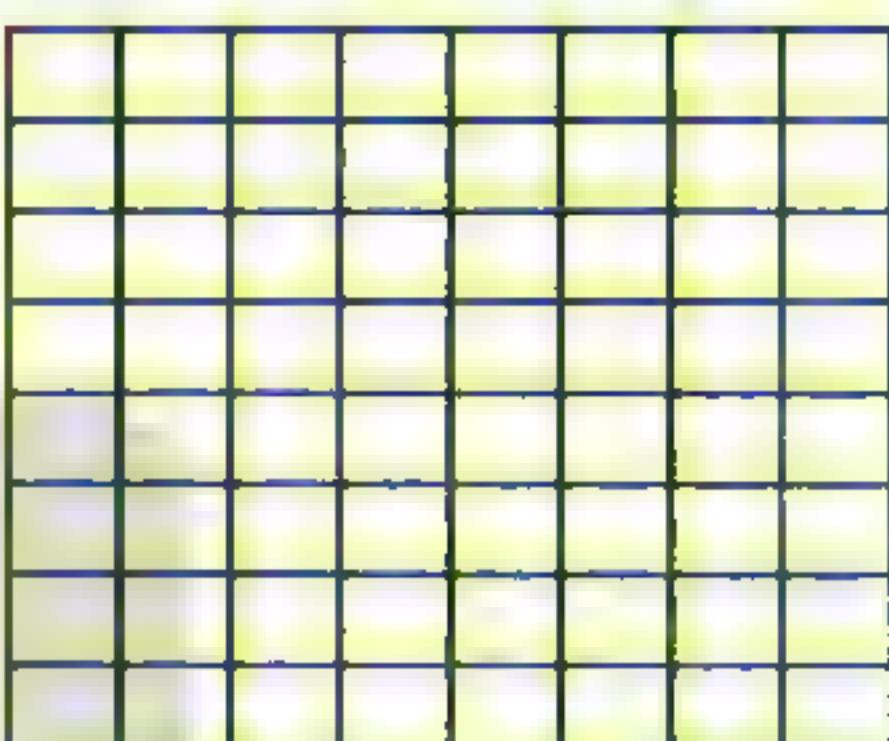
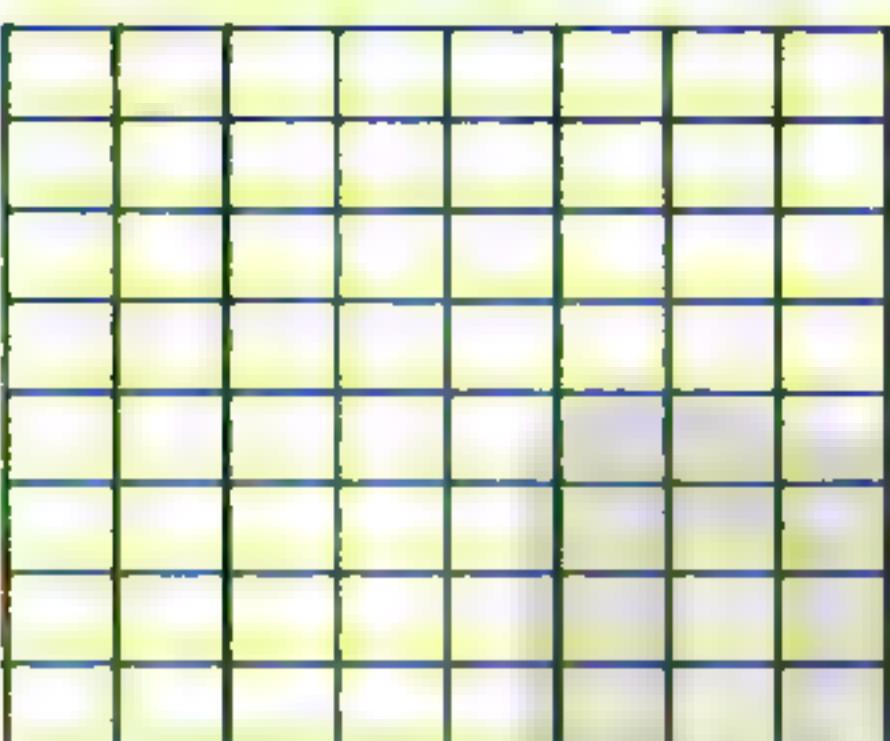
**Bakkar Series**



## Self - check on lesson ( 47 , 48 , 49 )

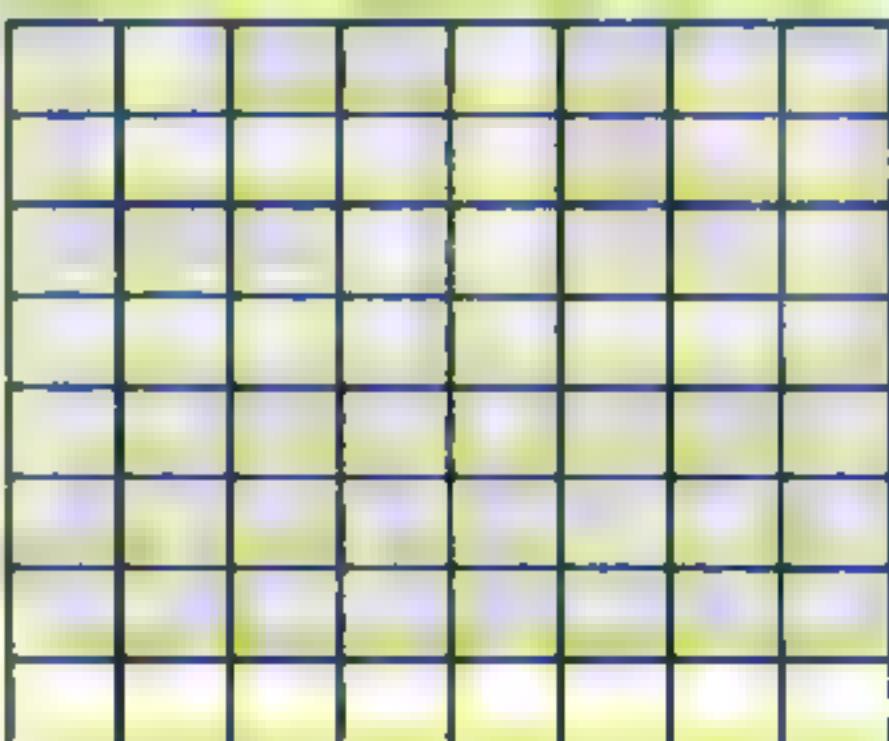
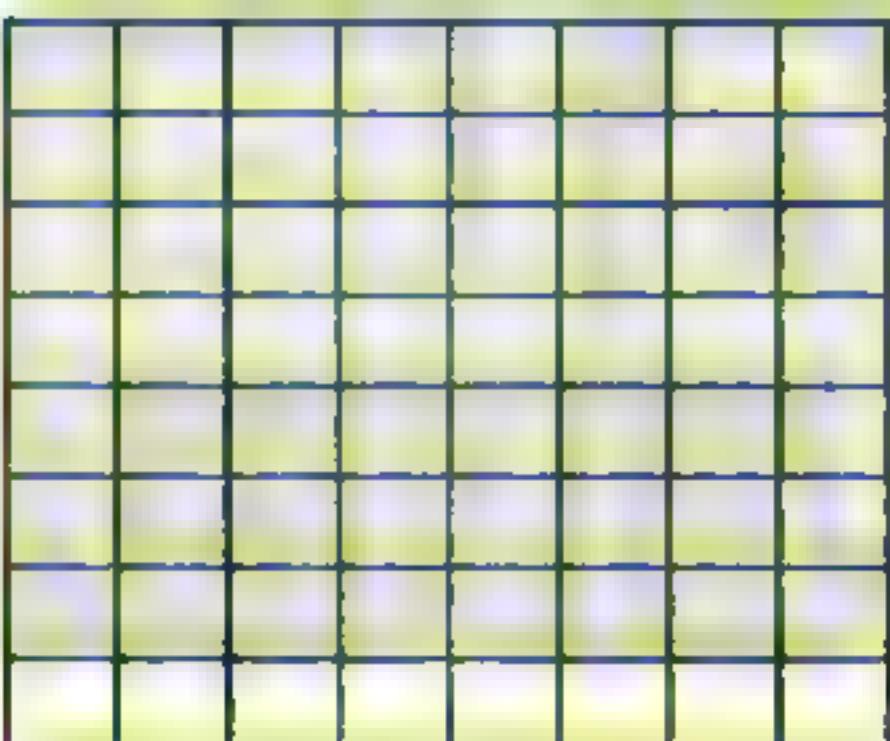
1

Shade two rectangles with area 24 units and with different perimeters :



2

Shade two rectangles with perimeters 8 units and with different area :



3

A farmer is building a fence around his garden. If the garden is 8 meters long and 3 meters wide .

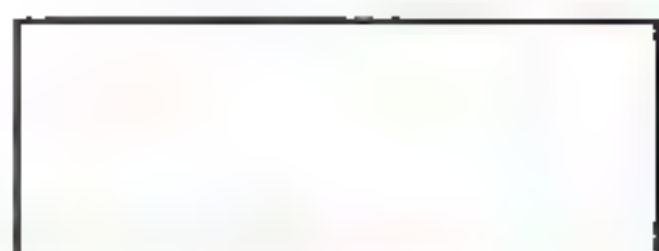
How long fencing does he need to buy ?

The fence length = The perimeter

$$\begin{array}{r} - + + + \\ - \dots m \end{array}$$

8 m

3 m



Primary 3, - Term 1

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## 4 Chapter 5



## Activities from Math Journal



1 Aisha is building a fence around her garden. If the garden is 6 meters long and 5 meters wide, how long fencing does she need to buy ? and what is its area ?

The fence length = The perimeter

$$\begin{aligned} &= \dots + \dots + \dots \\ &= \dots \text{ m} \end{aligned}$$

The area = ...  $\times$  ... = ... square meter



2 A rug is 3 meters long and 2 meters wide .

What is the area of the rug ?

The area of the rug = ...  $\times$

$$= \dots \text{ square meter}$$



3 Ahmad puts a carpet in the room. The length of the room is 6 meters and its width is 3 meters. How many square meters of carpet does Ahmad need to buy to cover the floor ?

The area = ...  $\times$

$$=$$

square meter



## Bakkar Series

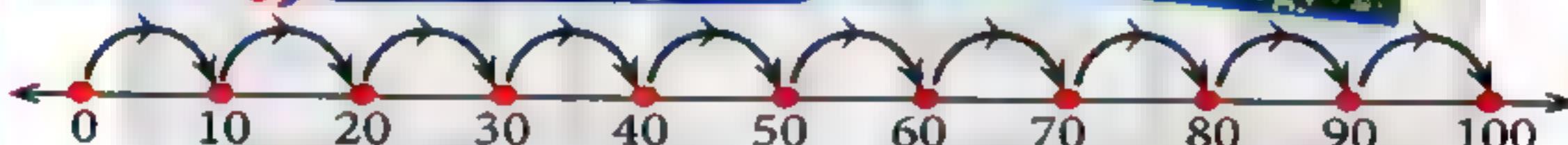


**Lesson**

( 50 )

**Multiplying a number by a multiple of 10****Activity 1** Colour the multiples of number 10 on the chart:

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

**Strategy 1****Activity 2** Notice skip-count by 10s : **Strategy 2****Activity 3** Notice the stick of 10 :**Strategy 3**

$$\begin{array}{|c|} \hline 1 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & | \\ \hline \end{array}$$

$10 = 1 \times 10$

$$\begin{array}{|c|c|} \hline & | \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & | \\ \hline \end{array}$$

$20 = 2 \times 10$

$$\begin{array}{|c|c|c|} \hline & | & | \\ \hline \end{array} \quad \begin{array}{|c|c|c|} \hline & | & | \\ \hline \end{array}$$

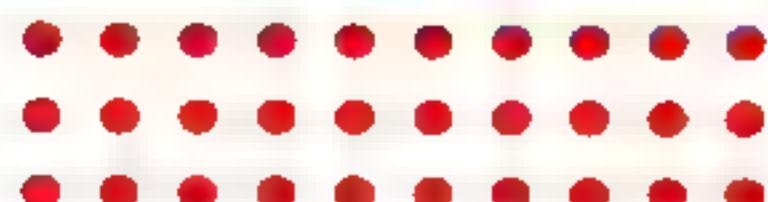
$30 = 3 \times 10$

$$\begin{array}{|c|c|c|c|} \hline & | & | & | \\ \hline \end{array} \quad \begin{array}{|c|c|c|c|} \hline & | & | & | \\ \hline \end{array}$$

$40 = 4 \times 10$

**Activity 4** Notice the multiples of 10 by array : **Strategy 4**

The number of rows ....



The number of columns ....

The total number = number of rows  $\times$  number of columns  $\times$  =  $3 \times 10 = 30$ 

That is, we write the number 3 and then put zero on the right of it

**Primary (3) - Term 1**

## Chapter 5

## Exercise 1

Complete multiplication facts of 10 :

Strategy 5

$\times 10$	0	1	2	3	4	5	6	7	8	9
	0			30					80	

## Activity 5

Use one strategy to find  $3 \times 70$  :

The solution :

Stick of 10 strategy



Repeated addition strategy

$3 \times 70 = 70 + 70 + 70 = 210$

write 0 then the product of  $3 \times 7$ 

Multiples of 10 strategy

$3 \times 70 = 3 \times 7 \times 10 = 21 \times 10 = 210$

write 21 then put 0 at its right 21

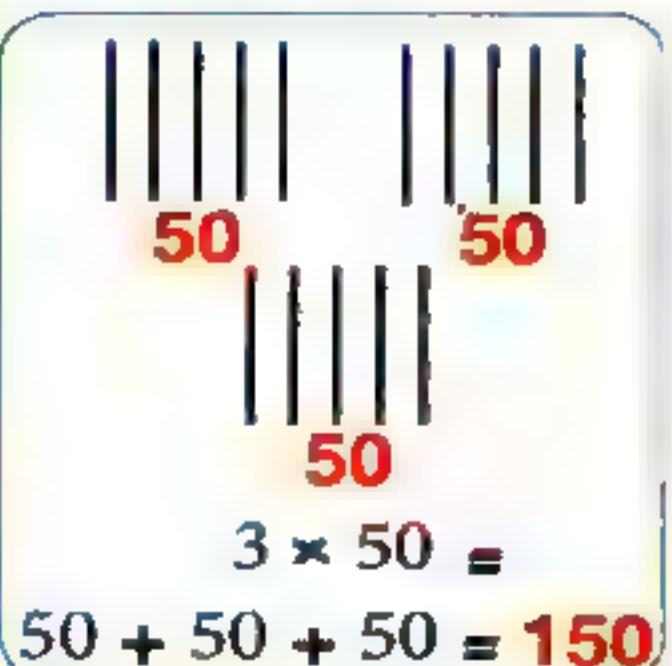
## Exercise 2

Draw sticks to show the product of the following as EX :

$3 \times 50$

$4 \times 40$

$6 \times 30$



Bakkar Series

## Self - check on lesson ( 50 )

**1** Complete as in (a) :

- |  |  |
|--|--|
| <b>(a)</b> $5 \times 10 = 10 \times 5 = 50$        | <b>(b)</b> $7 \times \quad = 10 \times \quad = 70$ |
| <b>(c)</b> $\times 10 = 10 \times \quad = 0$       | <b>(d)</b> $2 \times \quad = 10 \times \quad =$    |
| <b>(e)</b> $1 \times \quad = 10 \times \quad = 10$ | <b>(f)</b> $10 \times 9 = 9 \times \quad =$        |
| <b>(g)</b> $4 \times 10 = 10 \times \quad =$       | <b>(h)</b> $3 \times \quad = 10 \times 3 =$        |

**2** Complete as in (a) :

**(a)**  $6 \times 30 =$

The solution :  $6 \times 30 = 180$  (Put 0 the write the product of  $6 \times 3$ )

- |                            |                             |
|----------------------------|-----------------------------|
| <b>(b)</b> $5 \times 70 =$ | <b>(c)</b> $40 \times 4 =$  |
| <b>(d)</b> $20 \times 8 =$ | <b>(e)</b> $90 \times 0 =$  |
| <b>(f)</b> $90 \times 1 =$ | <b>(g)</b> $9 \times 80 =$  |
| <b>(h)</b> $60 \times 8 =$ | <b>(i)</b> $10 \times 90 =$ |

**3** Complete as in (a) :

- |  |   |   |
|--|---|---|
| <b>(a)</b> $80 \times 4 = 8 \times \quad =$  | <b>(b)</b> $60 \times 3 = 6 \times \quad =$     | <b>(c)</b> $90 \times 6 = 9 \times \quad =$ |
| <b>(d)</b> $70 \times 5 = \quad \times 50 =$ | <b>(e)</b> $6 \times 40 = 60 \times 4 =$        | <b>(f)</b> $7 \times 80 = \quad \times 8 =$ |
| <b>(g)</b> $20 \times 8 = 2 \times \quad =$  | <b>(h)</b> $90 \times 9 = \quad \times \quad =$ | <b>(i)</b> $60 \times 1 = 6 \times \quad =$ |

**Primary (3) - Term 1**

## Chapter 5

4 Complete as in (a) :

(a)  $10 \times 132 =$

The solution :  $10 \times 132 = 1320$  ( write the number 132 and write 0 at its right )

(b)  $10 \times 152 =$

(c)  $237 \times 10 =$

(d)  $208 \times 10 =$

(e)  $444 \times 10 =$

(f)  $175 \times 10 =$

(g)  $724 \times 10 =$

(h)  $750 \times 10 =$

(i)  $395 \times 10 =$

5 Complete as in (a) :

(a)  $34 \times 100 =$  3400

The solution :  $34 \times 100 = 3400$  ( write the number 34 and write 00 at its right )

(b)  $79 \times 100 =$

(c)  $100 \times 15 =$

(d)  $25 \times 100 =$

(e)  $150 \times 100 =$

(f)  $54 \times$  = 5400

(g)  $\times 100 = 700$

(h)  $100 \times$  = 16000

(i)  $240 \times$  = 24000

(j)  $28 \times$  = 2800

(k)  $256 \times 100 =$

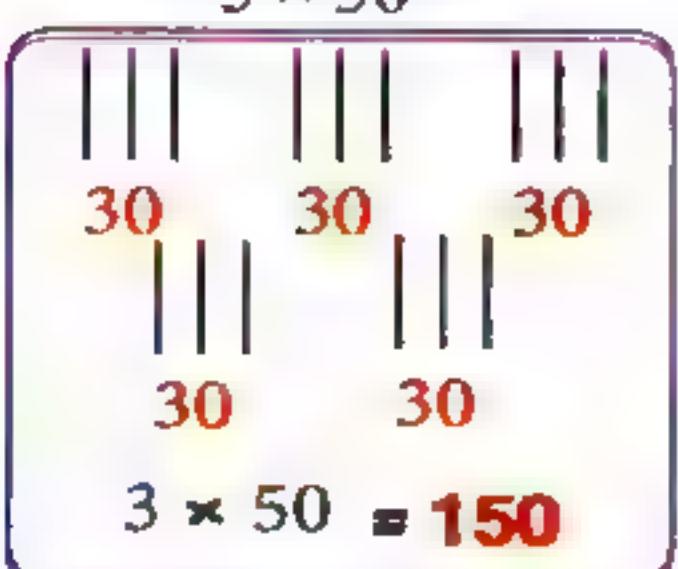
(l)  $1123 \times 100 =$  ...

(m)  $400 \times 100 =$

موقع ذاکرولی علی موقعنا  
<https://www.zakrooly.com>

6 Use stick of 10 find the following the first done for you:

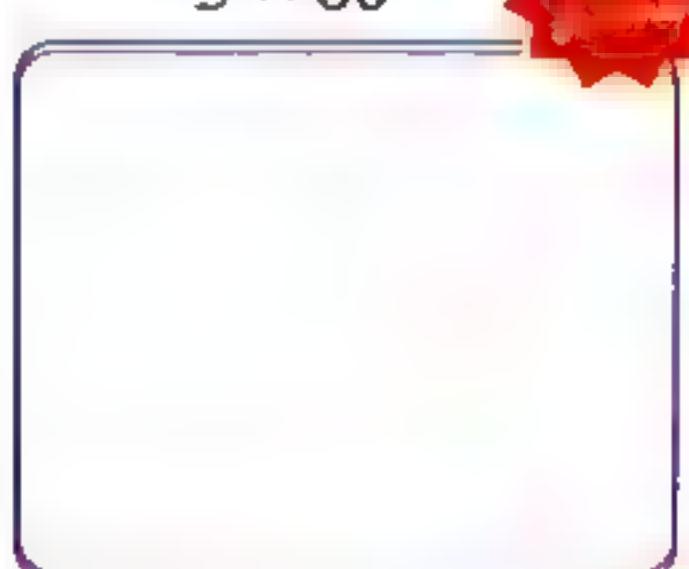
$5 \times 30$



$2 \times 70$



$3 \times 60$



Bakkari Series

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## Self - check 1 Chapters 5

1 Complete as in (a) :

(a)  $7 \times 10 = 10 \times 7 = 70$

(b)  $6 \times = 10 \times = 60$

(c)  $\times 10 = 10 \times = 30$

(d)  $4 \times = 10 \times =$

(e)  $5 \times . = 10 \times =$

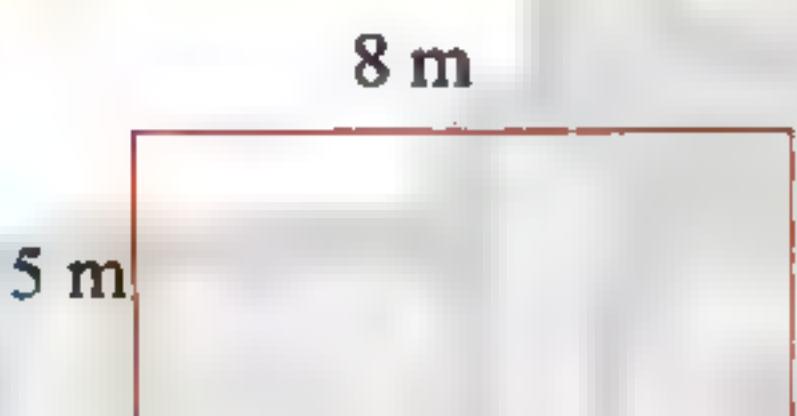
(f)  $10 \times 1 = 1 \times =$

(g)  $9 \times 10 = 10 \times =$

(h)  $2 \times = 10 \times 2 =$

2 Find the perimeter and the area of the following :

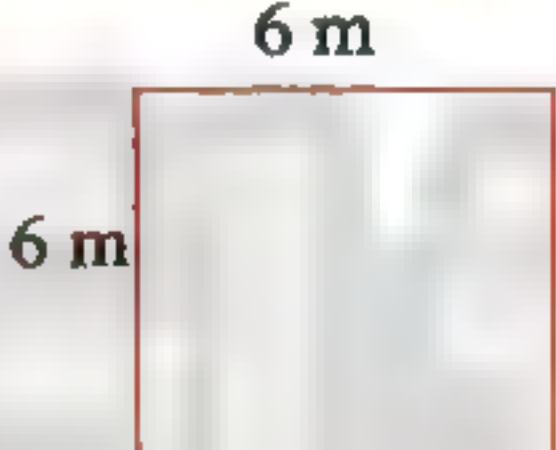
(a)



The perimeter = ... + ... + ... + ...  
= ..... m

The area = ...  $\times$   
= ..... square meter

(b)



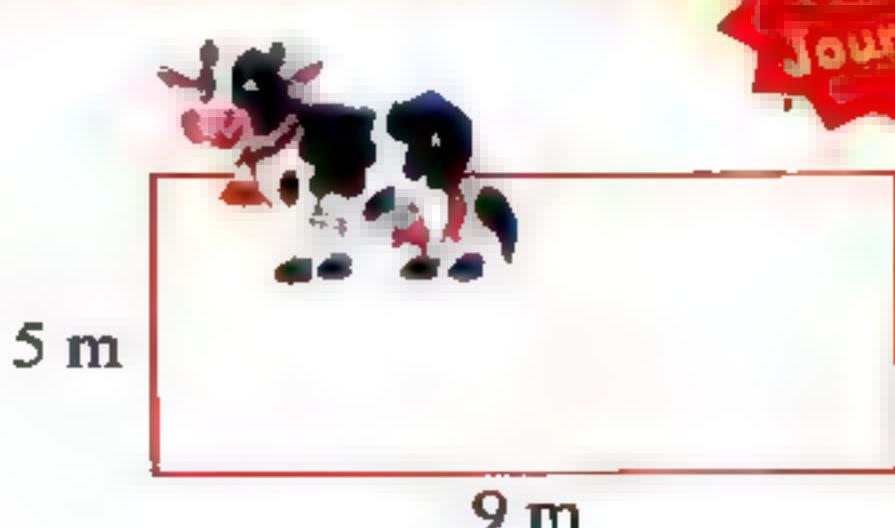
The perimeter = ... + ... + ... + ...  
= ..... m

The area = ...  $\times$   
= ..... square meter

3 Find the perimeter and the area of the following :

The perimeter = ... + ... + ...  
= ..... m

The area = ...  $\times$   
= ..... square meter



Primary 3 - Term 1

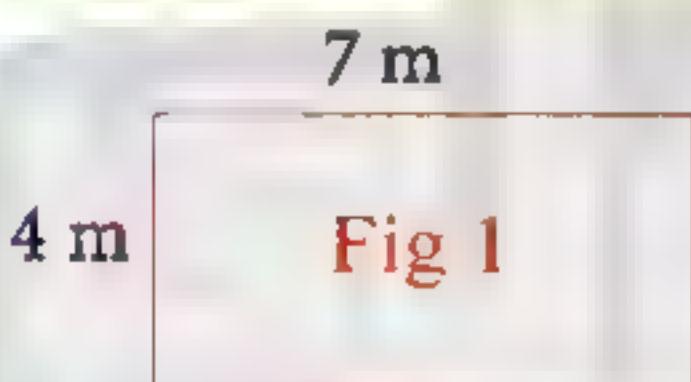


## Self - check 2 Chapters 1,2,3,4,5

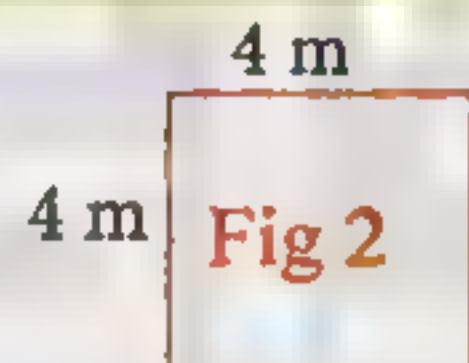
1 Complete as in (a) :

- (a)  $(5 + 2) \times 10 =$  ..... (7 , 70 , 700)
- (b) 3 m = ..... cm (30 , 300 , 3000)
- (c) The time  is ..... (9:05 , 9:50 , 1:45)
- (d) The value of (2) in 72 569 is ..... (2 , 20 , 2000)
- (e)  $49 \div 7 =$  ..... (7 , 9 , 42)

2 Find the difference between the area of the following :



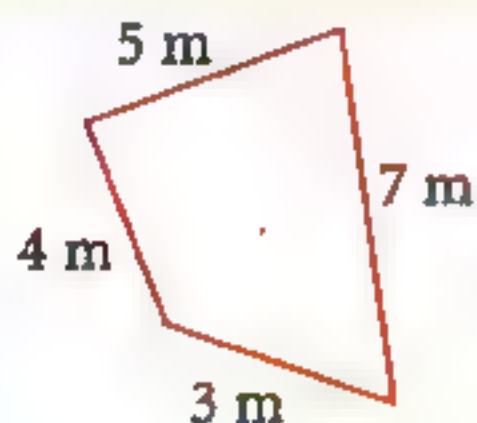
The area = ..... square meter



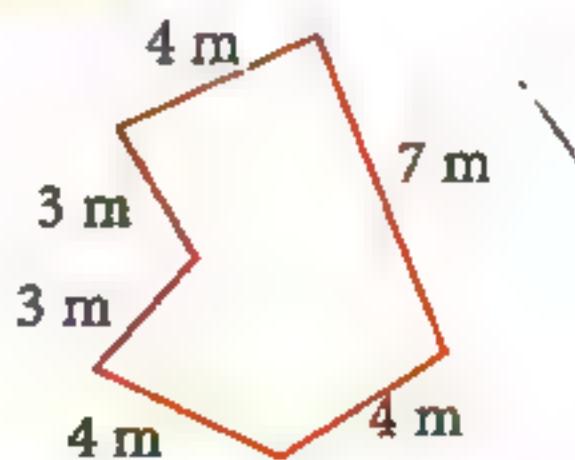
The area = ..... square meter

The difference between the area = ..... - ..... = ..... square meter

3 Find the perimeter of the following :



The perimeter = ..... m



The perimeter = ..... m

For more exercises follow the Bakkar Self- check page (210)

**Bakkar Series**





## Strategies and applications

### Key Vocabulary

Factorization	تحليل	ناتج الطرح
Automatic addition facts	حقائق الجمع التلقائية	إدراك
Bows	أقواس	إعادة التجميع
Capacity	السعة	عمليات عكسية
Comparison	مقارنة	المطروح منه
Data	البيانات	الجمع
Hundreds	خانة المئات	الجداول
Liter	لتر	خانة عشرات الآلاف
Mathematical Facts	الحقائق الرياضية	خانة العشرات
Multiplication facts	حقائق الضرب	خانة مئات الآلاف
Number	رقم	خانة الأحاد
The sum	ناتج الجمع	القيمة
Difference		خانة الآلاف
Realization		
Regroup		
Reversed operation		
Subtrahend		
Addition		
Tables		
Ten thousands place		
Tens place		
Hundred thousands		
Ones place		
The value		
Thousand place		

### Content



Exercise  
inspired by  
Discover Book

هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى.

**Lesson**

( 51 , 52 , 53 )

**Multiplying by 9 strategies****Activity 1** Complete the following as EX :

EX  $10 = 1 \times 10$

$20 = \quad \times$

$30 = \quad \times 10$

$40 = 4 \times$

$50 = \quad \times 10$

$60 = 6 \times$

$70 = \quad \times 10$

$80 = \quad \times$

$90 = \quad \times$

**Activity 2** Complete the following as in (a) :

(a)  $2 \times 3 = 6$

$2 \times 30 = 60$

$2 \times 300 = 600$

$2 \times 3000 = 6000$

(b)  $5 \times 3 =$

$5 \times 30 =$

$5 \times 300 =$

$5 \times 3000 =$

(c)  $6 \times 6 =$

$6 \times 60 =$

$6 \times 600 =$

$6 \times 6000 =$

**Activity 3** Complete the multiplying by the multiples of 10 as in (a) :

(a)  $3 \times 40 = 3 \times 4 \times 10 = (3 \times 4) \times 10 = 12 \times 10 = 120$

(b)  $8 \times 50 = 8 \times \quad \times 10 = (5 \times \quad) \times \quad = \quad \times 10 =$

(c)  $6 \times 20 = 6 \times 2 \times \quad = (6 \times \quad) \times 10 = \quad \times 10 =$

(d)  $7 \times 30 = 7 \times \quad \times 10 = (7 \times \quad) \times \quad = \quad \times 10 =$

(e)  $5 \times 40 = 5 \times 4 \times \quad = (5 \times \quad) \times 10 = \quad \times 10 =$

(f)  $9 \times 60 = 9 \times 6 \times \quad = (9 \times \quad) \times 10 = \quad \times 10 =$

**Bakkar Series**

BAAKAR

## Strategies and applications

## Multiplying by 9 strategies

## First : Finger trick strategy

This method is valid only with the number 9



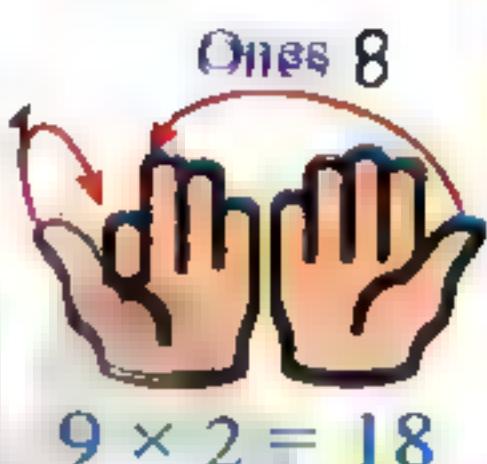
-The first factor is 9

-The order of the flexor finger is the second factor

## The product :

-The fingers at the left of the flexor finger is the tens .

-The fingers at the right of the flexor finger is the ones .



The shape	First factor	Second factor	The result
	9	1	$9 \times 1 = 9$
	9	2	$9 \times 2 = 18$
	9	3	$9 \times 3 = 27$
	9	4	$9 \times 4 = 36$
	9	5	$9 \times 5 = 45$

The shape	First factor	Second factor	The result
	9	6	$9 \times 6 = 54$
	9	7	$9 \times 7 = 63$
	9	8	$9 \times 8 = 72$
	9	9	$9 \times 9 = 81$
	9	10	$9 \times 10 = 90$

Primary 3 - Term 1

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## Chapter 6

Second: Using multiplication facts by 9

$9 \times 1 = 9$
$9 \times 2 = 18$
$9 \times 3 = 27$
$9 \times 4 = 36$
$9 \times 5 = 45$
$9 \times 6 = 54$
$9 \times 7 = 63$
$9 \times 8 = 72$
$9 \times 9 = 81$
$9 \times 10 = 90$
$9 \times 11 = 99$
$9 \times 12 = 108$

Third: using number chart

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Fourth: using multiplication facts by 10

$9 \times 1 = (10 \times 1) - 1 = 9$
$9 \times 2 = (10 \times 2) - 2 = 18$
$9 \times 3 = (10 \times 3) - 3 = 27$
$9 \times 4 = (10 \times 4) - 4 =$
$9 \times 5 = (10 \times 5) - 5 =$
$9 \times 6 = (10 \times 6) -$
$9 \times 7 = (10 \times 7) -$
$9 \times 8 = (10 \times 8) -$
$9 \times 9 = (10 \times 9) -$

Bakkar Series

$$9 \times \square = (10 \times \square) - \square$$

$$9 \times 0 = (10 \times 0) - 0 = 0$$

$$9 \times 10 = (10 \times 10) - 10 = 90$$

BAKKAR

## Strategies and applications

Exercise

1

Complete :

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

## Activities from Math Journal

Activity

Complete the multiplying × multiples of 10 as (a) :

- (a)  $8 \times 40 = 8 \times 4 \times 10 = (8 \times 4) \times 10 = 32 \times 10 = 320$
- (b)  $3 \times 90 = 3 \times \underline{\quad} \times 10 = (3 \times \underline{\quad}) \times \underline{\quad} = \underline{\quad} \times 10 =$
- (c)  $4 \times 80 = 4 \times 8 \times \underline{\quad} = (4 \times \underline{\quad}) \times 10 = \underline{\quad} \times 10 =$
- (d)  $9 \times 20 = 9 \times \underline{\quad} \times 10 = (9 \times \underline{\quad}) \times \underline{\quad} = \underline{\quad} \times 10 =$
- (e)  $6 \times 30 = 6 \times 3 \times \underline{\quad} = (6 \times \underline{\quad}) \times 10 = \underline{\quad} \times 10 =$
- (f)  $8 \times 50 = 8 \times 5 \times \underline{\quad} = (8 \times \underline{\quad}) \times 10 = \underline{\quad} \times 10 =$
- (g)  $7 \times 30 = 7 \times 3 \times \underline{\quad} = (7 \times \underline{\quad}) \times 10 = \underline{\quad} \times 10 =$
- (h)  $6 \times 70 = 6 \times 7 \times \underline{\quad} = (6 \times \underline{\quad}) \times 10 = \underline{\quad} \times 10 =$
- (i)  $5 \times 40 = 5 \times 4 \times \underline{\quad} = (5 \times \underline{\quad}) \times 10 = \underline{\quad} \times 10 =$

Primary 3 - Term 1

## Self - check on lesson ( 51 , 52 , 53 )

**1** Complete the following using the strategies of multiplication :

First set

a)  $7 \times 2 =$

b)  $6 \times 0 =$

c)  $3 + 9 =$

d)  $1 \times 7 =$

e)  $1 + 9 =$

f)  $2 \times 4 =$

g)  $9 \times 6 =$

h)  $8 + 9 =$

i)  $10 \times 8 =$

j)  $2 + 9 =$

k)  $4 \times 8 =$

l)  $1 \times 1 =$

m)  $3 \times 3 =$

n)  $6 \times 1 =$

o)  $10 \times 0 =$

Second set

a)  $3 \times 9 =$

b)  $4 \times 3 =$

c)  $6 + 5 =$

d)  $9 + 9 =$

e)  $4 \times 2 =$

f)  $6 + 6 =$

g)  $3 + 3 =$

h)  $2 \times 10 =$

i)  $9 + 10 =$

j)  $6 + 1 =$

k)  $5 \times 10 =$

l)  $9 \times 6 =$

m)  $5 \times 7 =$

n)  $0 \times 10 =$

o)  $9 \times 10 =$

Third set

a)  $10 + 1 =$

b)  $2 \times 3 =$

c)  $0 + 10 =$

d)  $8 \times 0 =$

e)  $6 + 5 =$

f)  $3 + 10 =$

g)  $2 \times 6 =$

h)  $7 + 3 =$

i)  $0 + 4 =$

j)  $8 \times 8 =$

k)  $5 + 5 =$

l)  $9 \times 0 =$

m)  $6 + 2 =$

n)  $1 \times 2 =$

o)  $4 + 4 =$



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## Strategies and applications

(2)

Answer the following :

(a) Gerges saves 9 pounds every month .

What does he save in 8 months ?

The solution : What Gerges save = ...  $\times$  ...

= ..... pounds

(b)

It is known that each horse has 4 legs.

How many legs are there in 9 horses?

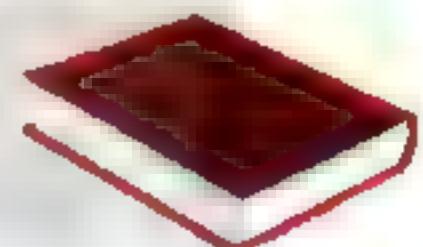
The solution : Number of legs = ...  $\times$  ...

= ..... legs.

(c)

With Mona 35 pounds, she bought 3 books for 9 pounds each.

How much is left with Mona ?

The solution : The price of books = ...  $\times$  ... = LE ...

The left money = 35 - ..... = LE ...

(3)

Join the equal cards :

60 + 3

9 × 9

65 - 2

40 + 5

9 × 8

82 - 1

80 + 1

9 × 5

72

9 × 9 - 9

9 × 7

50 - 5

Primary 3 - Term 1

**Lesson**

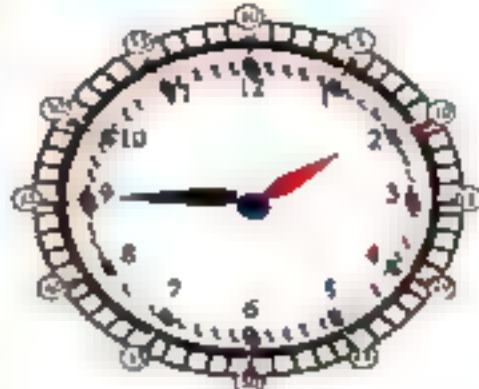
( 54 , 55 )

**Strategies for solving story Problems****Activity 1** Write the time according to the hands :

5 : 50



:



:



:



:



:

**Exercise 1** Jamila asked her teacher : Is the number 999 greater than the number 1000 ?

The teacher asked : Are the number of digits the two numbers equal ?

Jamila replied : The number of digits of the number 1000 is more  
So the number 1000 is greater than the number 999**Exercise 2** The teacher asked : Is the number 1312 greater than the number 23406 ?

The number of digits of the number 1312 is .....

The number of digits of the number 23406 is .....

So the number ..... is greater than the number .....

**Exercise 3** Which number is greater : 451234 or 66076?

The number of digits of the number 451234 is .....

The number of digits of the number 66076 is .....

So the number ..... is greater than the number .....

**Bakkar Series**

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## Strategies and applications

Exercise

4

The number that has 5 thousands , 7 hundreds , 6 tens , 4 ones . what is this number ?

The number :  $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Exercise

5

The number that has 12 hundreds , 15 tens , 6 ones . What is this number ?

The number :  $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Exercise

6

Write in the standard form :  $50\,000 + 6\,000 + 300 + 40 + 2$

The number :  $\underline{\quad}$

Exercise

7

Write in the expanded form 3509

The expanded form :  $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Exercise

8

Arrange the following numbers in an ascending order :

$5021 , 5201 , 5102 , 5210$

The order :  $\underline{\quad} , \underline{\quad} , \underline{\quad} , \underline{\quad}$

First strategy

The expanded form :

Exercise

9

Add as Ex :

a)  $234 + 352 = (200 + 30 + 4) + (300 + 50 + 2) = 586$

b)  $101 + 184 = (\underline{\quad} + \underline{\quad} + \underline{\quad}) + (\underline{\quad} + \underline{\quad} + \underline{\quad}) = \underline{\quad}$

c)  $483 + 201 = (\underline{\quad} + \underline{\quad} + \underline{\quad}) + (\underline{\quad} + \underline{\quad} + \underline{\quad}) = \underline{\quad}$

d)  $823 + 262 = (\underline{\quad} + \underline{\quad} + \underline{\quad}) + (\underline{\quad} + \underline{\quad} + \underline{\quad}) = \underline{\quad}$

e)  $657 + 233 = (\underline{\quad} + \underline{\quad} + \underline{\quad}) + (\underline{\quad} + \underline{\quad} + \underline{\quad}) = \underline{\quad}$

Primary 3 - Term 1

## Chapter 6

## Second strategy

## Number line :

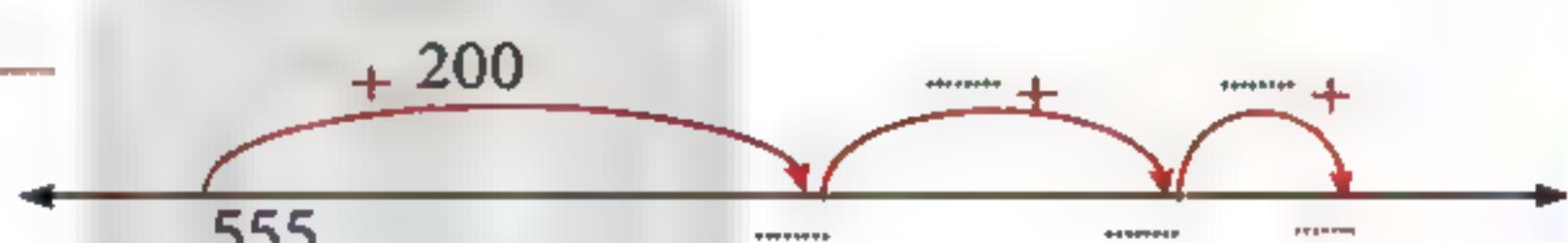
## Exercise 10

Add using the numbers line as in (a) :

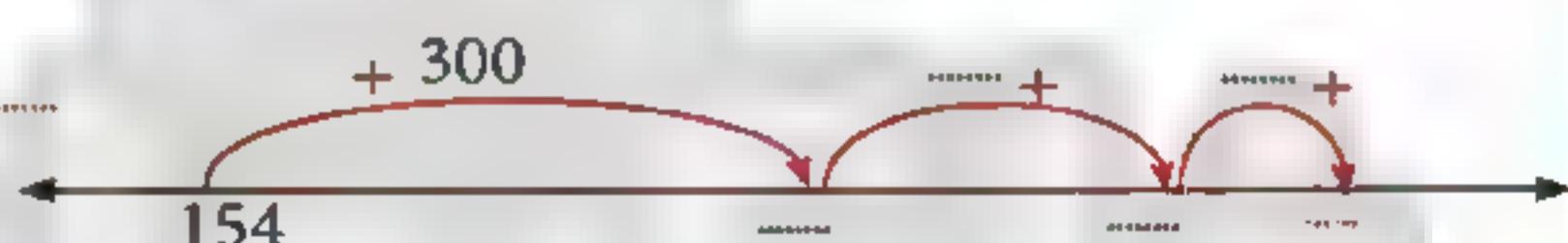
(a)  $265 + 331 = 596$



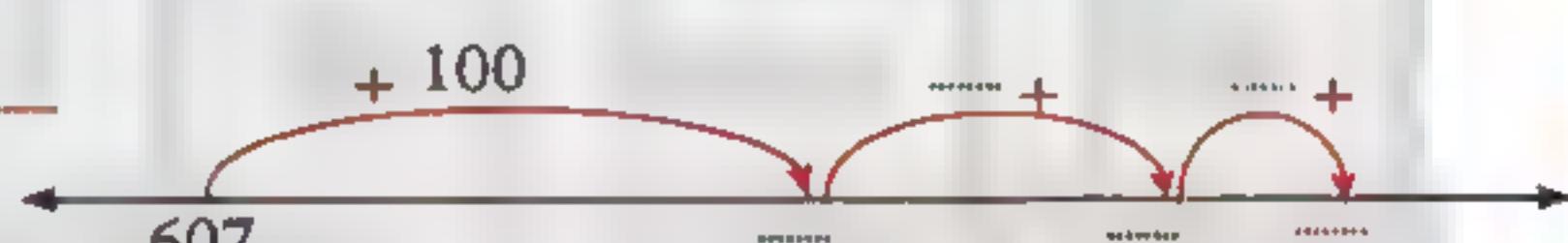
(b)  $555 + 222 = \underline{\quad}$



(c)  $154 + 324 = \underline{\quad}$



(d)  $607 + 122 = \underline{\quad}$



## Third strategy

## Place value cards :

## Exercise 11

Add using the place value cards as EX :

$444 + 235 =$

$726 + 122 =$

$381 + 427 =$

Hundreds	Tens	Ones
4	4	4
2	3	5
6	7	9

Hundreds	Tens	Ones
7	2	6
1	2	2

Hundreds	Tens	Ones
3	8	1
4	2	7

Bakkar Series

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## Self - check on lesson ( 54 , 55 )

**1**

Write in the standard form :

- (a) Two hundred thousand, four hundred and seventy :
- (b) One hundred sixty thousand and seventy four :
- (c) Ninety thousand and eleven :

**2**

Complete the following :

- (a) 700 thousand and 350 = ( In digits )
- (b) The value of 3 in 342 901 is
- (c) The place value of 7 in 170 423 is
- (d) The greatest number formed from 6, 7, 1, 3, 5, 4 is :
- (e) If the value of 6 in a number is 600 000 then its place value in this number is

**3**

Put ( < , = , > ) :

- |             |                      |         |
|-------------|----------------------|---------|
| (a) 307 005 | <input type="text"/> | 370 005 |
| (b) 340 026 | <input type="text"/> | 340 206 |
| (c) 717 117 | <input type="text"/> | 177 117 |
| (d) 440 404 | <input type="text"/> | 404 440 |

لا تنسى الاشتراك في  
 قنوات زاكرولي  
 على نطبيق الابجدream

**4**

Arrange the following numbers :

- (a) 542 286 , 542 197 , 542 904 , 542 409

Ascendingly : ..... , ..... , ..... , .....

- (b) 540 678 , 140 678 , 640 678 , 440 678

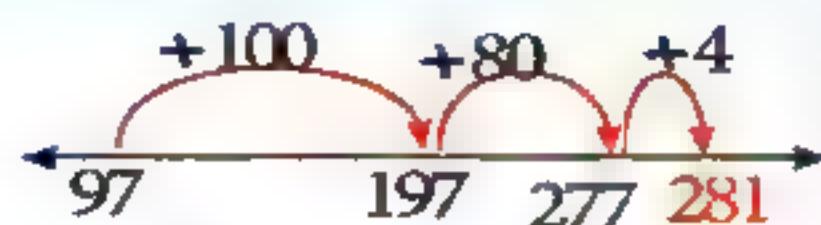
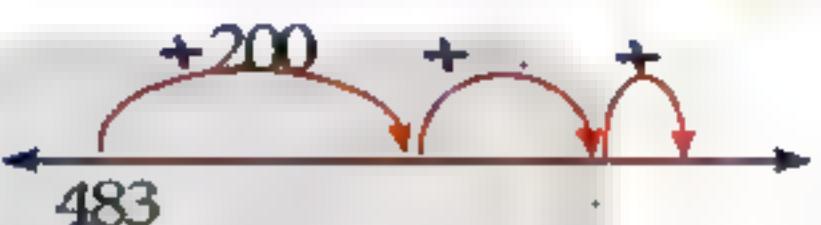
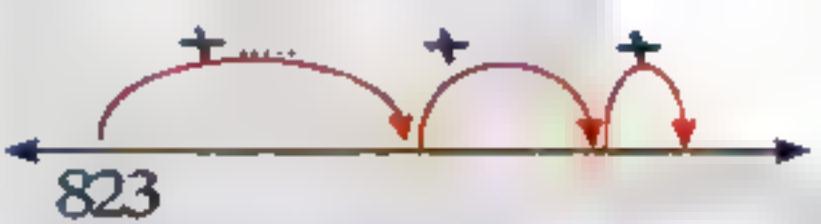
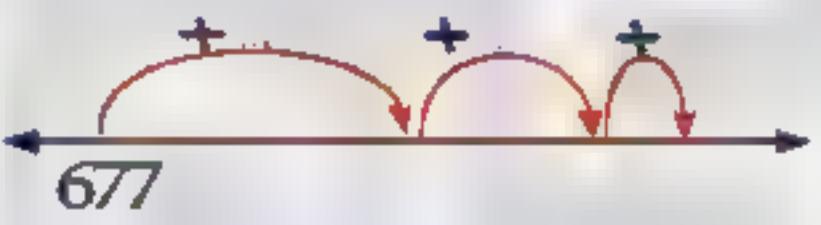
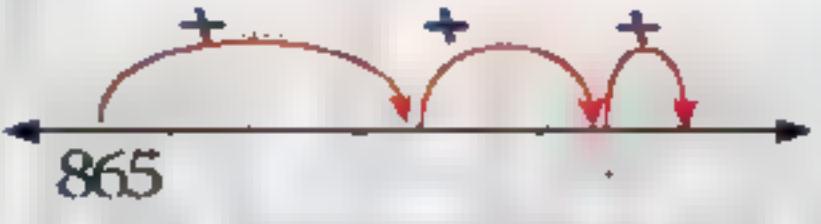
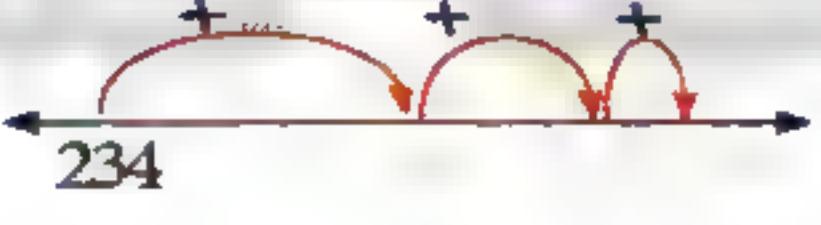
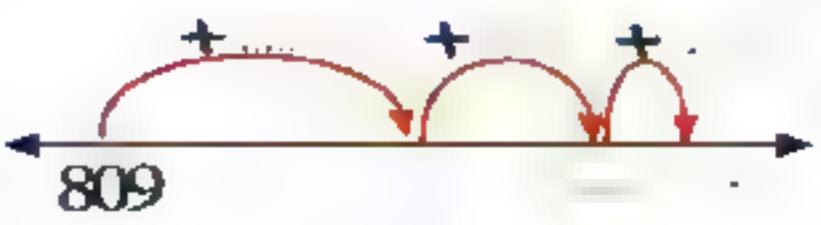
Descendingly : ..... , ..... , ..... , .....

**Primary 3 - Term 1**

## Chapter 6

5

Use the following strategy to add the following as in (a) :

The problem	The solution	The result
a $97 + 184$		281
b $483 + 211$		
c $823 + 262$		
d $677 + 233$		
e $865 + 337$		
f $234 + 352$		
g $742 + 239$		
h $809 + 135$		

Bakkar Series

**Lesson**

( 56 , 57 , 58 )

**Strategies application  
On addition and subtraction****First** Estimation using place value strategy ( left digit )**Activity 1** Add then estimate the sum :

First grade 172

Second grade 358

530 PupilsThe estimation = 500 Pupils

Grade	Number
P1	172
P2	358
P3	429
P4	487

**Second** Estimation using round to the nearest 100 :**Activity 2** estimate using round to 100 to find the sum :

Euphrates 2800

Mississippi 3775

6575 KmRound to the nearest 100 = 6600 Km

River	Length In Km
Nile	6650
Amazon	6400
Mississippi	3775
Euphrates	2800

**Third** Expand form strategy :**Activity 3** Find the result :

(a)  $2124 + 6745 = (2000 + 100 + 20 + 4) + (6000 + 700 + 40 + 5)$   
 $= (2000 + 6000) + (100 + 700) + (20 + 40) + (4 + 5)$   
 $= 8000 + \underline{\quad} + \underline{\quad} + 9 = 8869$

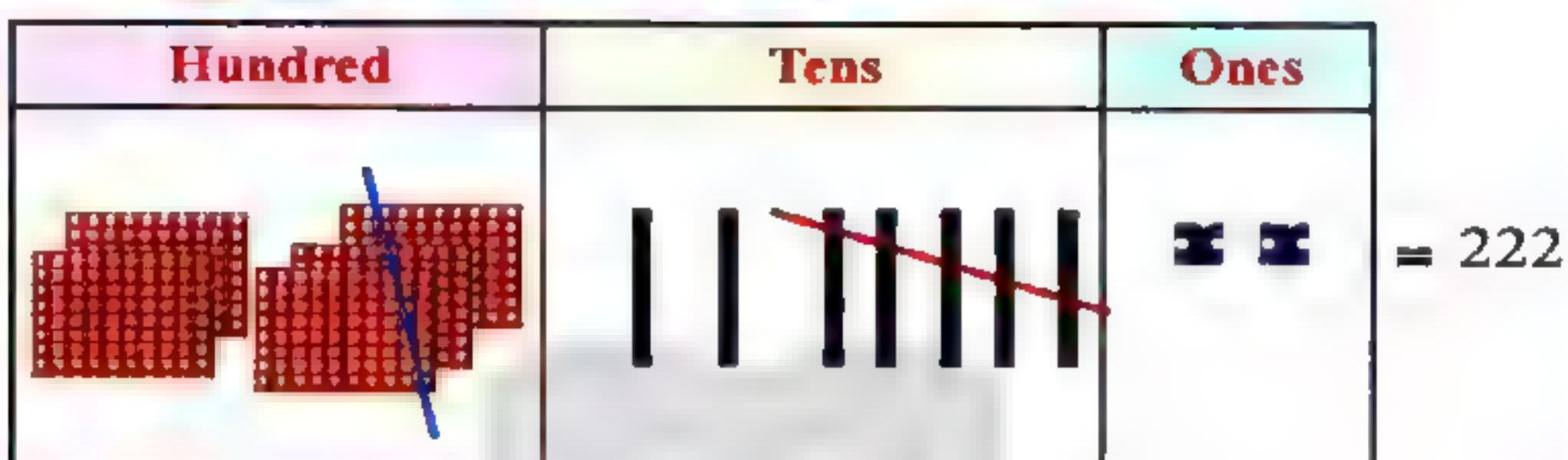
(b)  $6745 - 2124 = (6000 + 700 + 40 + 5) - (2000 + 100 + 20 + 4)$   
 $= (6000 - 2000) + (700 - 100) + (40 - 20) + (5 - 4)$   
 $= \underline{\quad} - \underline{\quad} + \underline{\quad} + \underline{\quad} + 1 = 4621$

**Primary (3) - Term 1**

## Chapter 6

**Fourth** Using drawing the value shapes :

Activity 4 Find the result of  $572 - 350$  :



**Fifth** Place value cards strategy :

Activity 5 Find the result :

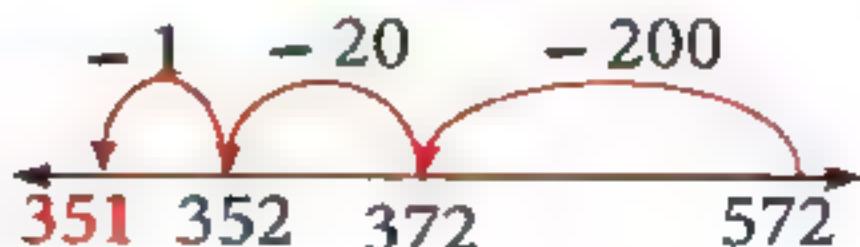
Thousands	Hundreds	Tens	Ones
2	5	3	9
+	6	7	7
9	13	1	6

Thousands	Hundreds	Tens	Ones
3	6	0	0
-	1	5	7
2	0	2	4

**Sixth** Line plots strategy :

Activity 6 Find the result of  $572 - 221$  :

Subtract from the big number hundred then tens then ones



**Seventh** Relation between addition and subtractions :

Activity 7 Find the result of  $780 - 450$  :

$$780 - 450 = 330 \text{ because } 330 + 450 = 780$$

**Bakkar Series**



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## Strategies and applications

Exercise \*

Find the result :

## Subtraction

## Using the number line

$$754 - 352$$

- 2      - 50      - 300

## Using place value cards

Hundred	Tens	Ones

## Relation between addition and subtraction

$$754 - 352 = \underline{\hspace{2cm}}$$

$$352 + \underline{\hspace{2cm}} = 754$$

$$925 - 615$$

- 5      - 10      - 600

Hundred	Tens	Ones

$$925 - 615 = \underline{\hspace{2cm}}$$

$$615 + \underline{\hspace{2cm}} = 925$$

$$1759 - 1225$$

- 5      - 20      - 200      - 1000

Thousands	Hundred	Tens	Ones

$$1759 - 1225 = \underline{\hspace{2cm}}$$

$$1225 + \underline{\hspace{2cm}} = 1759$$

$$5548 - 3315$$

- 5      - 10      - 300      - 3000

Thousands	Hundred	Tens	Ones

$$5548 - 3315 = \underline{\hspace{2cm}}$$

$$3315 + \underline{\hspace{2cm}} = 5548$$

$$6839 - 3416$$

- 6      - 10      - 400      - 3000

Thousands	Hundred	Tens	Ones

$$6839 - 3416 = \underline{\hspace{2cm}}$$

$$3416 + \underline{\hspace{2cm}} = 6839$$

200

Primary 3 - Term 1

## Chapter 6



## Activities from Math Journal

Activity

1

**Mr. Mahmoud** educates chickens , in a year his chickens have laid 5350 eggs. Last year his chickens laid 2120 eggs. How many eggs did his chickens lay in the two years ago ?

The solution :

Activity

2

**Mr. Mahmoud** also raises sheep. One day he took 235 sheep out to graze on a hill. Later , his neighbour brought his sheeps to the hill to graze beside hem . Now there are 680 sheep on the hill . How many sheep did the neighbour bring to the hill ?

The solution :

Activity

3

The library can hold 2475 books , but 525 books are out on loan and 137 books are missing. How many books are there in the library right now ?

The solution :

Activity

4

Three boxes filled with books were just delivered to the library. If each box is filled with 215 books. How many books were delivered ?

The solution :

Bakkar Series

201

## Self - check on lesson ( 56 , 57 , 58 )

(1)

Add ( Using the same strategy ) :

a 
$$\begin{array}{r} 5087 \\ + 6076 \\ \hline \end{array}$$

b 
$$\begin{array}{r} 3289 \\ + 2787 \\ \hline \end{array}$$

c 
$$\begin{array}{r} 7878 \\ + 8787 \\ \hline \end{array}$$

d 
$$\begin{array}{r} 5555 \\ + 6666 \\ \hline \end{array}$$

e 
$$\begin{array}{r} 16284 \\ + 20543 \\ \hline \end{array}$$

f 
$$\begin{array}{r} 34396 \\ + 44444 \\ \hline \end{array}$$

g 
$$\begin{array}{r} 12649 \\ + 38700 \\ \hline \end{array}$$

h 
$$\begin{array}{r} 14758 \\ + 15278 \\ \hline \end{array}$$

i 
$$\begin{array}{r} 9201 \\ + 5499 \\ \hline \end{array}$$

j 
$$\begin{array}{r} 9832 \\ + 7873 \\ \hline \end{array}$$

k 
$$\begin{array}{r} 6005 \\ + 3299 \\ \hline \end{array}$$

l 
$$\begin{array}{r} 94270 \\ + 4078 \\ \hline \end{array}$$

(2)

Subtract ( Using the same strategy ) :

a 
$$\begin{array}{r} 5975 \\ - 2403 \\ \hline \end{array}$$

b 
$$\begin{array}{r} 6845 \\ - 1835 \\ \hline \end{array}$$

c 
$$\begin{array}{r} 9895 \\ - 5775 \\ \hline \end{array}$$

d 
$$\begin{array}{r} 5555 \\ - 3333 \\ \hline \end{array}$$

e 
$$\begin{array}{r} 9979 \\ - 8909 \\ \hline \end{array}$$

f 
$$\begin{array}{r} 4321 \\ - 3121 \\ \hline \end{array}$$

g 
$$\begin{array}{r} 8507 \\ - 1505 \\ \hline \end{array}$$

h 
$$\begin{array}{r} 8459 \\ - 4444 \\ \hline \end{array}$$

i 
$$\begin{array}{r} 7806 \\ - 1805 \\ \hline \end{array}$$

j 
$$\begin{array}{r} 9650 \\ - 7000 \\ \hline \end{array}$$

k 
$$\begin{array}{r} 4203 \\ - 1203 \\ \hline \end{array}$$

l 
$$\begin{array}{r} 8096 \\ - 8053 \\ \hline \end{array}$$

202

Primary (3) - Term 1

## Chapter 6

## Activities from Math Journal

13

The librarian takes some of the new books out of the boxes that have 1000 books . Now there are only 510 books in the boxes . How many books did the librarian take out of the boxes ?

**The solution :**

14

Amir's family is saving to buy a new TV. The TV costs LE 4590 on sale. They have saved LE 2410 so far. How much more money do they need before they can buy the TV ?

**The solution :** .....

15

Omar just moved to the city. He found an apartment to rent for LE 3340 per month. Electricity and gas will cost him LE 692 per month . How much money will it cost him each month to live ?

**The solution :**

16

If Samar hand LE 5000 to spend each month , how much money does she have left after she pays LE 3500 for rent, electricity and gas ?

**The solution :** .....

**Bakkar Series**



**Lesson**

( 59 , 60 )

**Liquid volume ( Capacity )  
Units for measuring liquid volume****Activity 1** Important discussion:

Teacher : One of the types of tools used to measure height

Pupils : rulers

Teacher : One of the types of units of length measurement

Pupils : meters, cm, mm .      Meter = 100 cm , cm = 10 mm



Teacher : One of the types of tools used to measure time

Pupils : The hour with hands

Teacher : One of the types of units used to know the time

Pupils : the hour - the minute .   Hour = 60 minutes

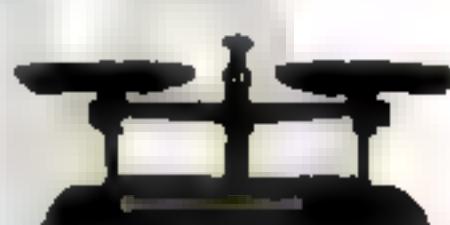


Teacher : One of the types of tools used in measuring weight

Pupils : Scales

Teacher : One of the types of units used to know weight or mass

Pupils : kilogram - grams .   The kilogram = 1000 grams



Teacher : Today we are introducing a new measure that we use in our lives which is capacity

How do you measure the amount of liquids that can be placed in a container?

**Capacity**

Is a measure of the amount of liquid that can be placed in a container . Units of capacitance litres (l) , millilitre (ml)

**Activity 2**Things in our life with capacity per litre (L):

30 litre



5 litre



2 litre



1 litre

**Primary 3 - Term 1**

## A Chapter 6

Activity

3

Things in our life its capacity are measured in millilitres (ml):



100 ml



250 ml



125 ml

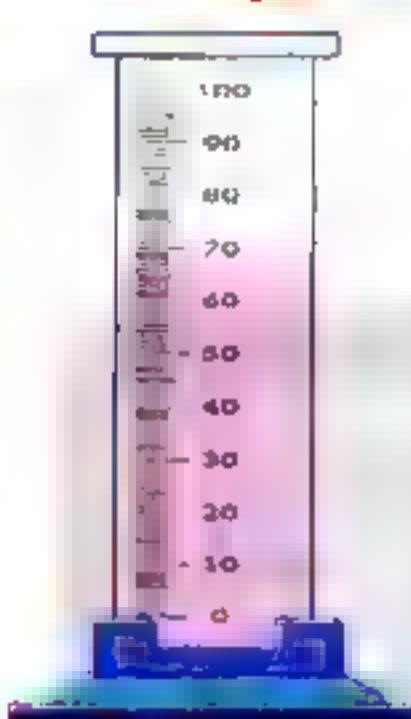


5 ml

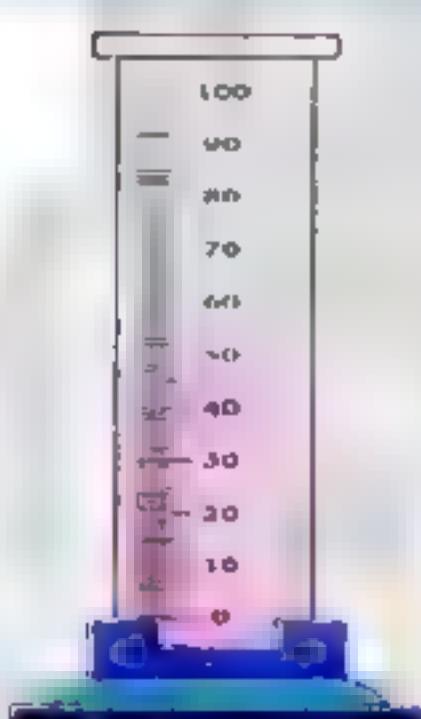
Activity

4

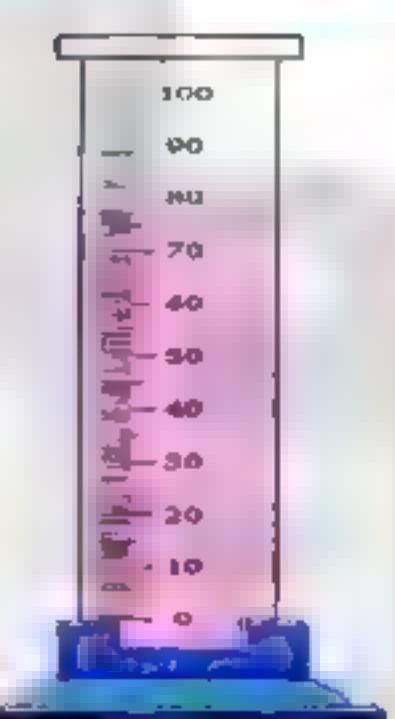
Measurement instruments in millilitres :



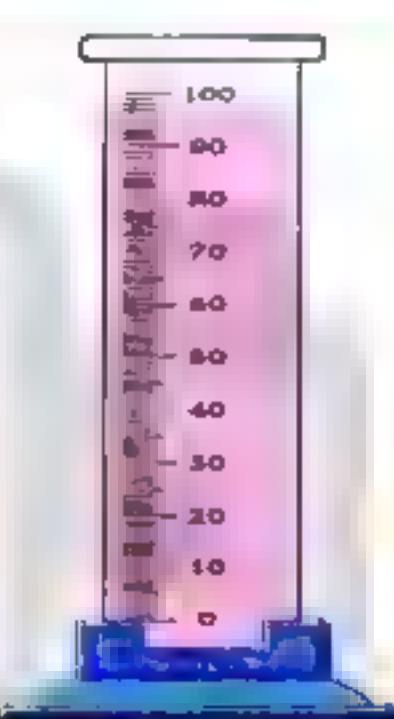
70 ml



50 ml



80 ml



100 ml

$$1 \text{ Litre} = 1000 \text{ millilitres}$$

Exercise



For each photo, choose the suitable unit of measure for the capacity of the following :



L , ml



L , ml



L , ml



L , ml

Bakkar Series



## Self - check on lesson ( 59 , 60 )

**1** Choose the suitable unit of measurement :

(a) The weight of



( kg , km , L )

(b) The perimeter of



( gm , ml , cm )

(c) The capacity of



( L , kg , km )

(d) The distance between two cities

( kg , km , ml )

(e) From the time units

( minute , cm , L )

**2** Arrange the following volumes :

(a) 7 L , 20 L , 10 L , 5 L

Ascendingly : ..... , ..... , ..... , .....

(b) 10 ml , 15 ml , 17 ml , 30 ml

Descendingly : ..... , ..... , ..... , .....

(c)



A



B



C



D

Ascendingly :

C , ..... , ..... , .....

Primary 3 - Term 1

هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى.

## Chapter 6

3

Choose the suitable measurement unit:



L , ml



L , ml



L , ml



L , ml



L , ml



L , ml

4

Choose the suitable measurement unit:

- (a) The amount of water that a person drinks in one day ( 10 L , 2 L , 30 ml )
- (b) Capacity of water tank on the building ( 500 L , 7 L , 300 ml )
- (c) Tank of a car with capacity ( 30 ml , 40 L , 500 ml )
- (d) Small mineral water bottle capacity ( 10 L , 1 L , half ml )
- (e) The capacity of the coffee cup can be equal ( 100 L , 1 L , 100 ml )
- (f) The capacity of a cup of milk can be equal ( 200 L , 200 ml , 10 ml )

Bakkar Series

2021

## Self - check 1 Chapters 6

1 Find the result :

a 
$$\begin{array}{r} 44444 \\ + 20543 \\ \hline \end{array}$$

b 
$$\begin{array}{r} 66571 \\ + 3084 \\ \hline \end{array}$$

c 
$$\begin{array}{r} 7835 \\ - 4313 \\ \hline \end{array}$$

d 
$$\begin{array}{r} 35896 \\ - 21543 \\ \hline \end{array}$$

2 Join the cards has the same number :

$80 + 190$

$9 \times 30$

450

$(10 \times 5) \times 9$

$9 \times 50$

270

3 Shadia has raised chickens on her farm she got 6375 eggs for the last two years , 3125 eggs were just the last year . How many eggs she get in this year ?

The solution :

4 Choose the suitable unit for measure the capacity of :



L , ml



L , ml



L , ml

Primary 3, - Term 1

## Self - check 2 Chapters 1,2,3,4,5,6

1) Find the result :

a) 
$$\begin{array}{r} 56217 \\ + 20543 \\ \hline \end{array}$$

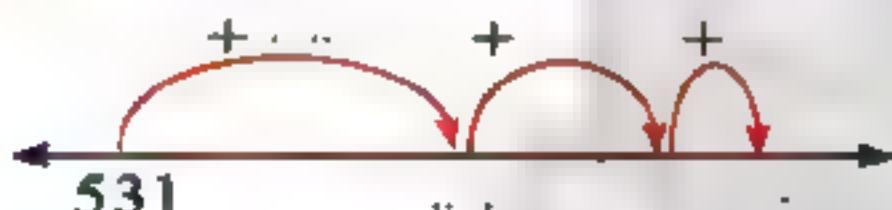
b) 
$$\begin{array}{r} 34396 \\ + 34396 \\ \hline \end{array}$$

c) 
$$\begin{array}{r} 98130 \\ - 3121 \\ \hline \end{array}$$

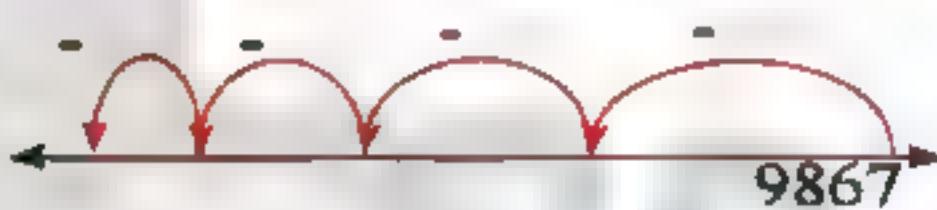
d) 
$$\begin{array}{r} 6034 \\ - 1262 \\ \hline \end{array}$$

2) Using the number line strategy to find the result :

a)  $531 + 345$



b)  $9867 - 3452$



3) Complete :

a)  $7 \times 60 = 7 \times 6 \times \quad =$

b)  $916543 \quad 91600$

c) The smallest number formed from numbers 5, 4, 7, 9, 1, 6  
is

d) The amount of milk a child drinks in one day is measured with

e) A building water tank capacity of 500

4) It is well known that each car has 4 wheels .

How many wheels are in 30 cars ?

للسنة الأولى في  
قروان زاكرولي  
على اطريق التعليم

The solution :

For more exercises follow the Bakkar Self- check page (210)

Bakkar Series

209



## Bakkar assessments on the curriculum

لائىن الاشتراك فى  
قناة زاكرولى  
على تطبيق الابدرايم



تابع جدك زاكرولى على  
فيسبوك  
توبتر  
والمن اب  
تيجرام

هذا العمل خاص بموقع ذاكرونى التعليمى ولا يسمح بتداوله على مواقع أخرى

كتاب ميكار

موقع ذاكرونى التعليمى

الصف الثالث الابتدائى

## Self - check

## Bakkar Self - check

1

1 Complete the following :

(a)  $0 \times 7 = \dots$

(b)  $40 \div 5 = \dots$

(c)  $8 \times 6 = \dots$

(d)  $24 \div 3 = \dots$

(e)  $6 \times 1 = \dots$

(f)  $18 \div 2 = \dots$

(g)  $32 \div \dots = 4$

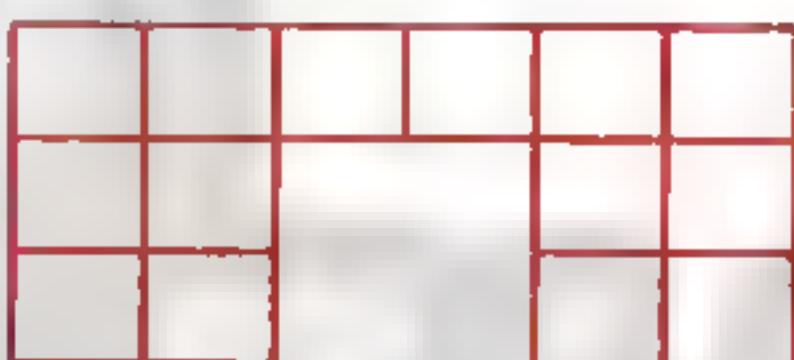
(h)  $\dots \div 7 = 7$

(i)  $9 \times \dots = 72$

2 Find the area of the following figure :



The area = ....

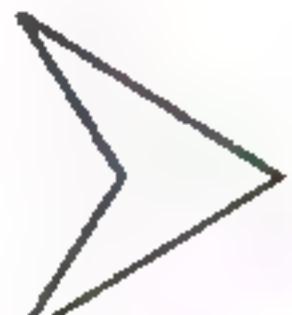


The area =

3 Choose the correct answer :

- (a) The greatest number formed from the digits 1 5 .2 .9 is ....  
(1 592 , 9 521 , 1 259)
- (b) From the factors of 15 is 1 , ..... , 5  
(3 , 10 , 2)
- $8 \times 13 = (8 \times 8) + (8 \times \dots)$   
(10 , 5 , 3)
- (d) From the units for measuring time is ... (gm , minute , cm )
- (e) 3 meter = ..... cm  
(30 , 3 , 300)

4 Put (✓) inside each polygons :



Bakkar Series

211

**BAKKAR**

## Skill part

## Bakkar Self check 2

2

## 1 Complete the following :

a)  $63 \div 9 =$

b)  $4 \times 6 =$

c)  $25 \div 5 =$

**d**  $9 \times 3 =$

$$e^{6\frac{1}{2}} = 1$$

$$f \circ x =$$

$$g \quad 7 \div 1 =$$

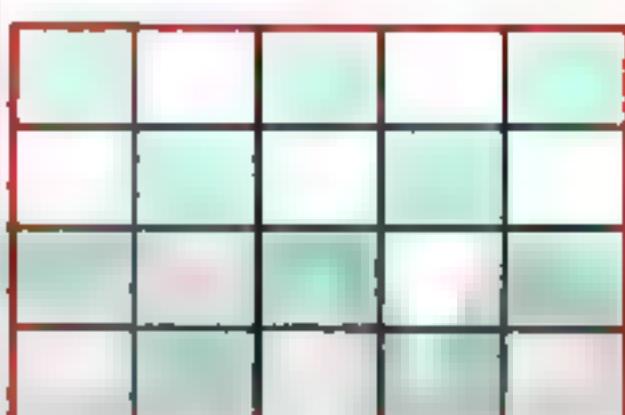
$$\textcircled{b} \quad 5 \times \underline{\hspace{2cm}} = 20$$

$$j = \infty = 1$$

## **2 Answer the following :**

**The perimeter** = ... + ... + ... + ...  
=      units

The area = ... × ...  
= ... square units



### **3 Choose the correct answer :**

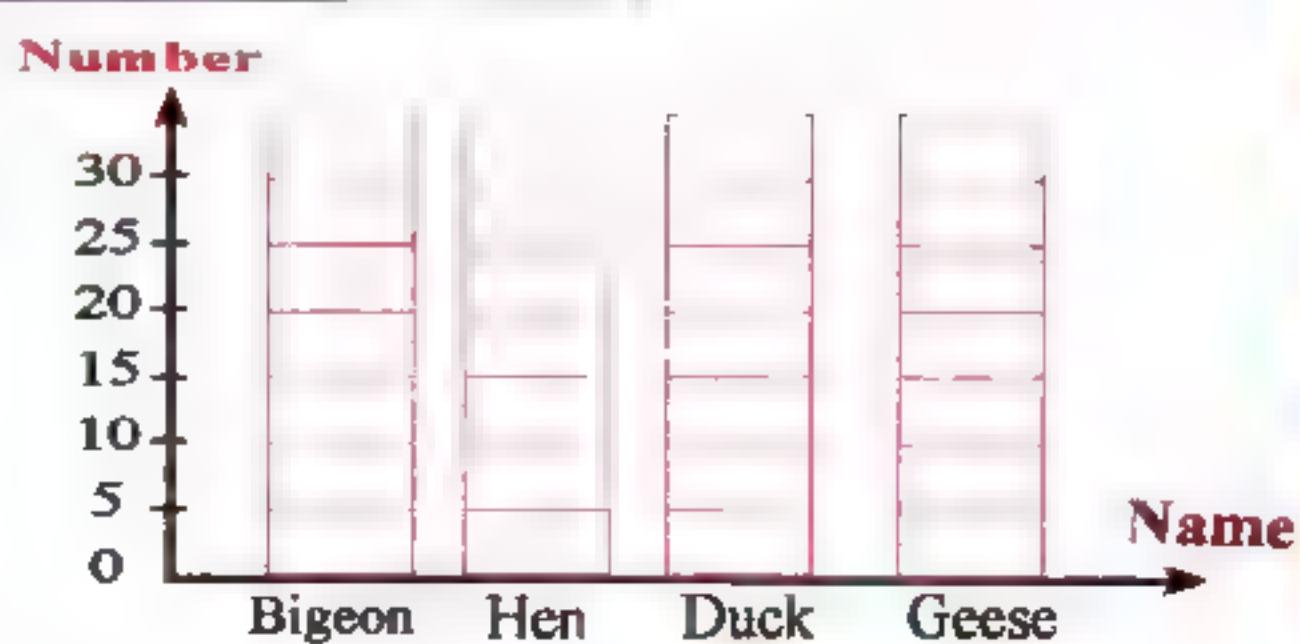
- a The place value of 9 in 29531 is ..... (ones , hundred , thousand )

b 37 thousands and five hundred= ..... ( 7350 , 3750 , 37500 )

c   

#### **4 From the table complete the bar graph :**

Name	Number
Bigeon	三三三三
Hen	三三三
Duck	三
Geese	三三



## Self - check

## Bakkar Self - check 3

## 1 Complete the following :

(a)  $4 \times 7 =$

(b)  $36 \div 9 =$

(c)  $7 \times 1 =$

(d)  $27 \div 3 =$

(e)  $6 \times 6 =$

(f)  $48 \div 8 =$

(g)  $9 \times \dots = 63$

(h)  $45 \div \dots = 5$

(i)  $\dots \times 5 = 35$

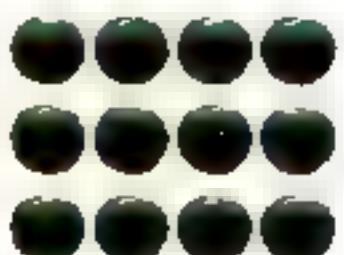
2 A farmer builds a fence around his garden. If the length of the garden is 8 meters And its width is 3 meters .  
How long is the fence that needs to be bought?

The solution :

## 3 Choose the correct answer :

- (a) Steel nail thickness measure with ..... ( mm , cm , m )
- (b) The place value of 4 in 21540 is ... ( tens , hundred , thousand )
- (c)  $1500 \square 1050$  ( $>$  ,  $=$  ,  $<$ )
- (d) The smallest number can be formed from 3,4,9,5,6 is ..... ( 34569 , 96543 , 9 )
- (e) ..... is multiples of 5 . ( 15 , 13 , 3 )

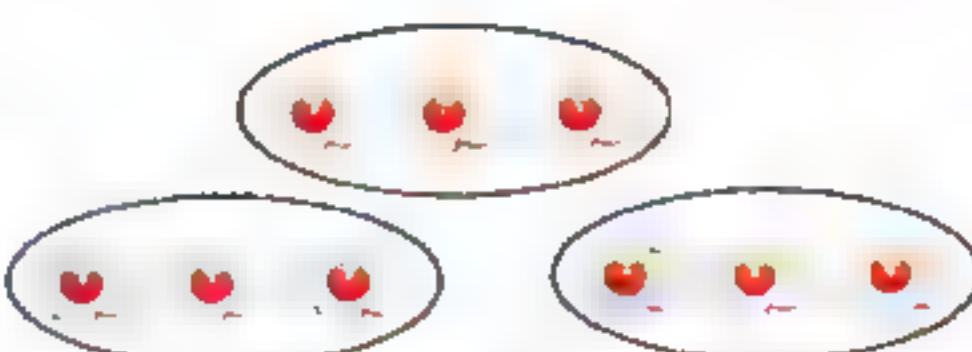
## 4 Complete the following :



Number of rows .....

Addition equation .....

The multiplication ...  $\times$  ... = ...



Number of sets .....

Addition equation .....

The multiplication ...  $\times$  ... = ...

Bakkar Series

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BAKKAR

Skill part

## Bakkar Self check

4

1 Complete the following :

(a)  $64 \div 8 = \dots$

(b)  $30 \times 7 = \dots$

(c)  $42 \div 6 = \dots$

(d)  $0 \times 3 = \dots$

(e)  $8 \div 8 = \dots$

(f)  $9 \times 2 = \dots$

(g)  $36 \div \dots = 4$

(h)  $\dots \times 1 = 1$

(i)  $15 \div \dots = 5$

2 Find the result :

(a)

7800
+ 2222
-----
.....

(b)

68745
+ 10543
-----
.....

(c)

7835
- 2403
-----
.....

(d)

5975
- 1805
-----
.....

3 Choose the correct answer :

(a)  $90 \text{ mm} = \dots \text{ cm}$  (9, 90, 900)

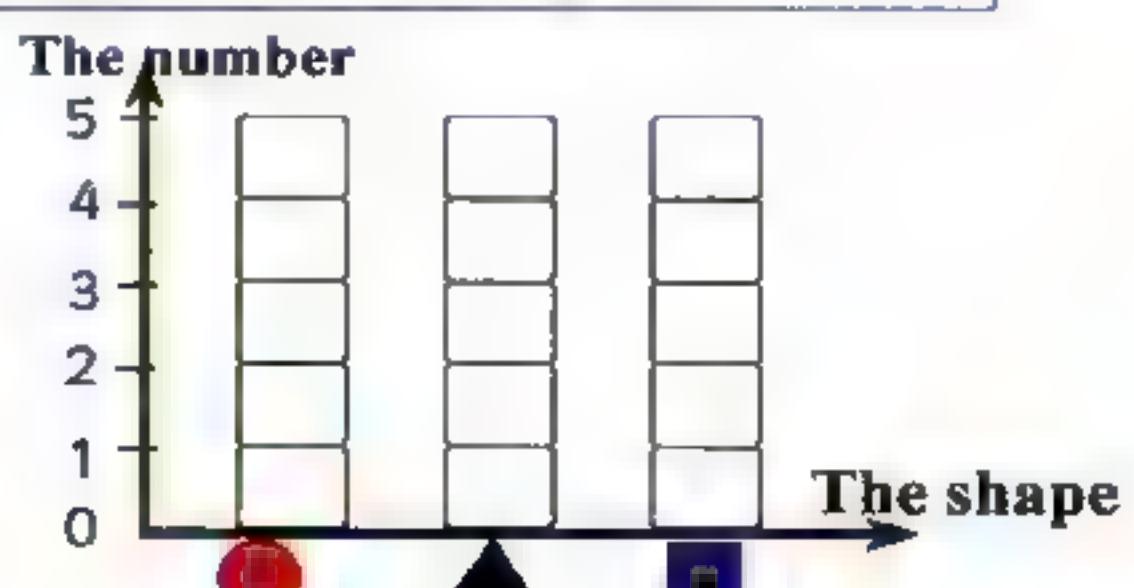
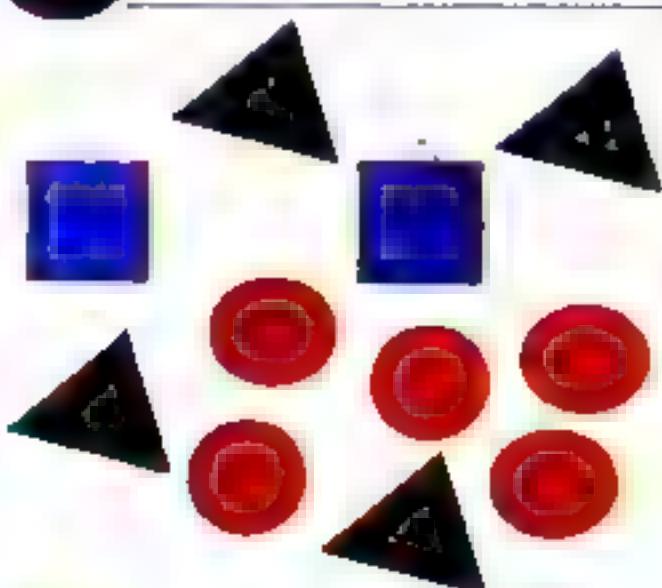
(b) The greatest number formed from the digits 4,8,2,6 is ..... (2468, 2846, 8642)

(c)  $7 + 7 + 7 + 7 = \dots \times \dots$  ( $4 \times 7$ ,  $7 \times 7$ ,  $5 \times 7$ )

(d) 10, 40, 70, ..... (10, 100, 30)

(e) 1 hour = ..... minutes (50, 100, 60)

4 From the shapes complete the bar graph :



Primary 3 - Term 1

## Self - check

## Bakkar Self - check

5

## 1 Complete the following :

(a)  $8 \times 7 = \dots$

(b)  $49 \div 7 = \dots$

(c)  $0 \times 1 = \dots$

(d)  $24 \div 8 = \dots$

(e)  $2 \times 2 = \dots$

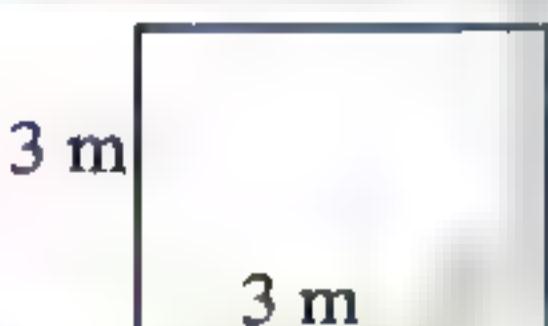
(f)  $11 \div 1 = \dots$

(g)  $\_ \times 9 = 45$

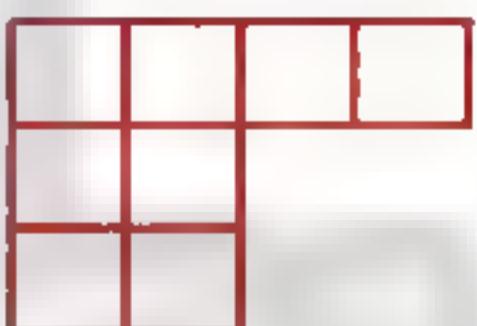
(h)  $30 \div \_ = 3$

(i)  $\_ \times 5 = 20$

## 2 Find the area of the following :



The area = ....



The area = ....

## 3 Choose the correct answer :



www.facebook.com/ZakrolySite

(a) From the factors of 9 is 1 , 3 and ..... ( 7 , 8 , 9 )

(b) Three hens has ..... legs . (  $4 \times 3$  ,  $3 \times 3$  ,  $2 \times 3$  )

(c) \* - \*\* - - ..... ( \*\*\* - - , \* \* - - , \*\*\* - - )

(d) The time shown in  is ..... ( 2 : 00 , 2 : 05 , 5 : 02 )

## 4 Find the result :

(a)

16384
+ 23543
-----
.....

(b)

7808
+ 4987
-----
.....

(c)

8507
- 1505
-----
.....

(d)

7506
- 1908
-----
.....

Bakkar Series

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## Bakkar Self check

6

## 1 Complete the following :

(a)  $10 \times 3 = \dots$

(b)  $16 \div 2 = \dots$

(c)  $1 \times 9 = \dots$

(d)  $24 \div 4 = \dots$

(e)  $0 \times 6 = \dots$

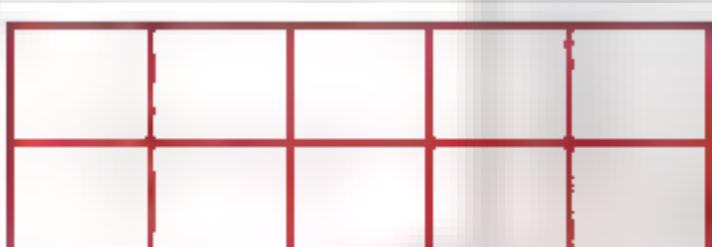
(f)  $18 \div 3 = \dots$

(g)  $\dots \times 8 = 72$

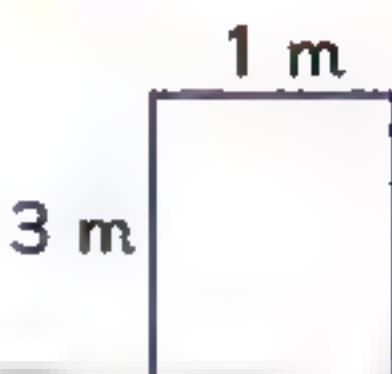
(h)  $21 \div \dots = 7$

(i)  $\dots \times 5 = 40$

## 2 Find the perimeter of each figure :



The perimeter = ..... units



The perimeter = ..... m

## 3 Choose the correct answer :

(a) The length of

(9 mm , 9 cm , 9 m)

(b) The place value of 2 in 26541 is (ones ,tens ,ten thousands)

(c)  $7 \times 9 = (7 \times 5) + (7 \times \dots)$ 

(2 , 4 , 6)

## 4 From the table complete the pictograph :

Name	Number
Shark	
Puri	
Tuna	
Mussa fish	

Shark	
Puri	<input type="checkbox"/> <input checked="" type="checkbox"/>
Tuna	
Mussa fish	<input type="checkbox"/> <input type="checkbox"/>

Key :  = 1 fish ,  = 2 fish

## Self - check

## Bakkar Self - check

7

## 1 Complete the following :

(a)  $63 \div 9 = \underline{\quad}$

(b)  $0 \times 2 = \underline{\quad}$

(c)  $48 \div 6 = \underline{\quad}$

(d)  $11 \times 3 = \underline{\quad}$

(e)  $6 \div 6 = \underline{\quad}$

(f)  $3 \times 2 = \underline{\quad}$

(g)  $32 \div \underline{\quad} = 4$

(h)  $\underline{\quad} \times 7 = 14$

(i)  $\underline{\quad} \div 5 = 5$

## 2 A carpet is 5 meters long and 4 meters wide .

What is the area of this carpet ?

The solution :

## 3 Choose the correct answer :

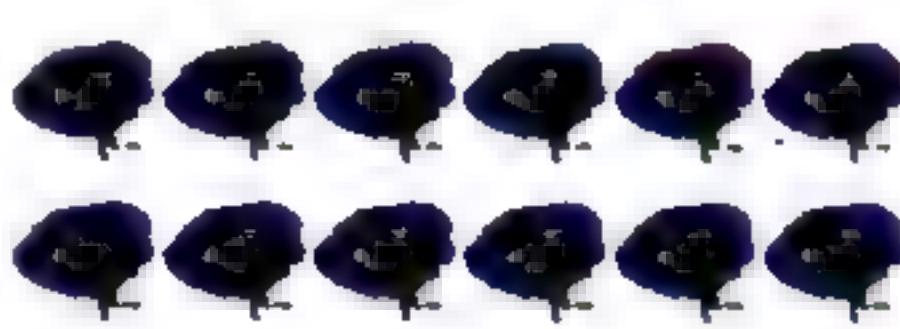
- (a) The greatest number formed from the digits 1,5,9,2 is .....  
( 1592 , 9521 , 1259 )
- (b)  $9 \times 40 = \underline{\quad}$  .....  
( 360 , 306 , 2 )
- (c) 75 thousand , and ten in digit is .....  
( 1750 , 75010 , 75100 )
- (d)  $3 \times 40 = 3 \times 4 \times \underline{\quad}$  .....  
( 12 , 1 , 10 )
- (e) From the units for measuring capacity .....( litre , cm , mm )

## 4 Complete the following :



Number of columns .....

Addition equation.....

The multiplication .....  $\times$  ..... = .....

Number of rows .....

Addition equation.....

The multiplication .....  $\times$  ..... = .....

Bakkar Series

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## Bakkar Self - check

8

## 1 Complete the following :

(a)  $40 \div 4 = \dots$

(b)  $12 \times 2 = \dots$

(c)  $30 \div 6 = \dots$

(d)  $1 \times 3 = \dots$

(e)  $6 \div 6 = \dots$

(f)  $11 \times 9 = \dots$

(g)  $\dots \div 8 = 3$

(h)  $0 \times \dots = 0$

(i)  $\dots \div 7 = 4$

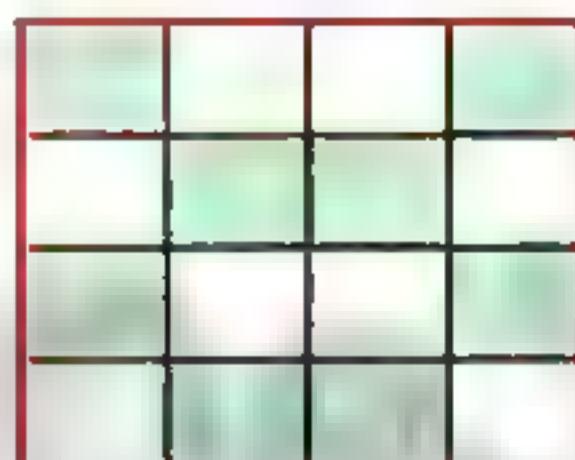
## 2 Complete :

The perimeter = ... + ... + ... + ...

= ... units

The area = ...  $\times$  ...

= ... square units



## 3 Choose the correct answer :

(a)  $6 \text{ m} = \dots \text{ cm}$  (6, 60, 600)

(b)  $5 + 5 + 5 + 5 + 5 + 5 = \dots \times \dots$  ( $5 \times 5$ ,  $5 \times 7$ ,  $5 \times 6$ )

(c)  $4512 \dots 45012$  (>, =, <)

(d) Half an hour = ... minutes (60, 100, 30)

(e) From the factors of 14 is ... (28, 7, 30)

## 4 Find the result :

Thousand	Hundred	Tens	Ones
2	2	1	9
6	7	7	7
+			

Thousand	Hundred	Tens	Ones
9	7	0	0
4	5	7	6
-			

## Self - check

## Bakkar Self - check

9

## 1 Complete the following :

(a)  $0 \times 7 = \dots$

(b)  $35 \div 5 = \dots$

(c)  $1 \times 9 = \dots$

(d)  $27 \div 9 = \dots$

(e)  $10 \times 6 = \dots$

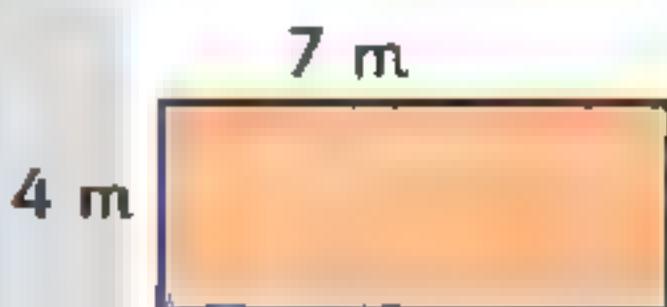
(f)  $18 \div 9 = \dots$

(g)  $8 \times \dots = 16$

(h)  $\dots \div 3 = 11$

(i)  $\dots \times 5 = 5$

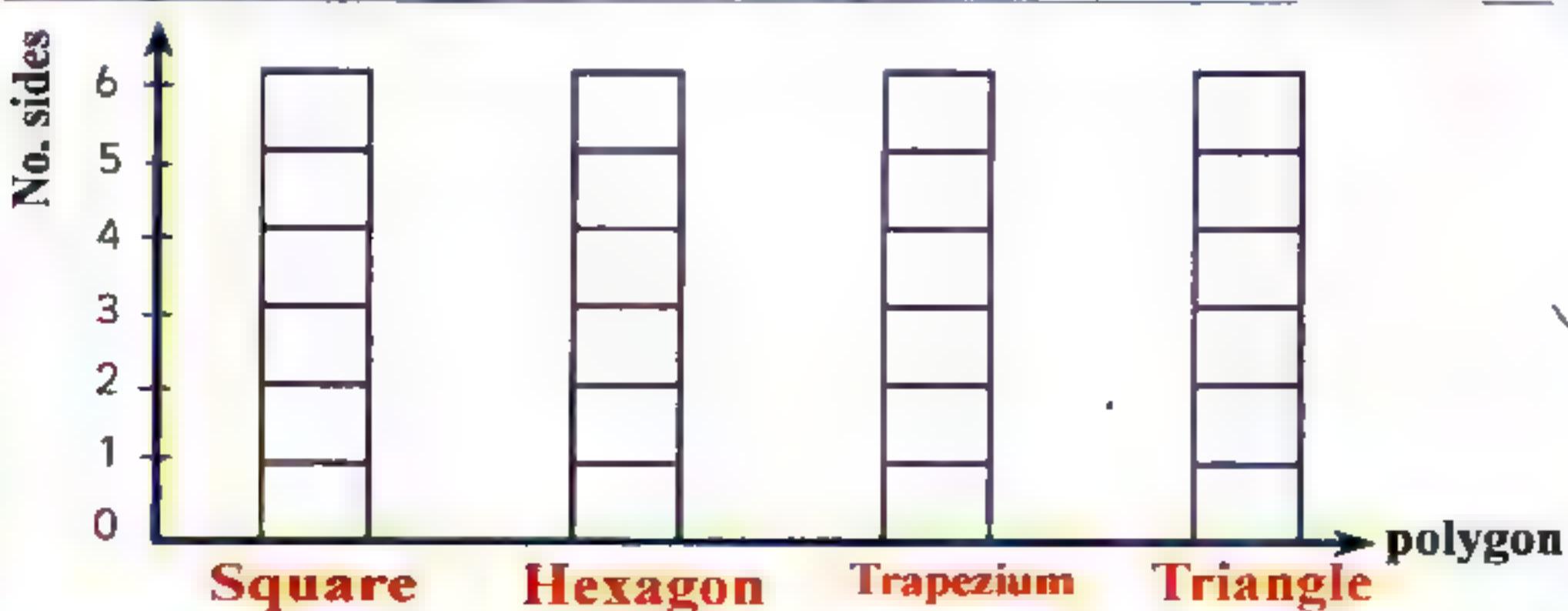
## 2 Find the area :

The area =  $\dots$ The area =  $\dots$ 

## 3 Choose the correct answer :

- (a) The place value of 5 in 86513 is (ones , hundred , thousand )
- (b) The height of the building in which I live is measured by (mm , cm , m)
- (c) 1 Litre = ml ( 10 , 100 , 1000 )

## 4 Colour the bar graph according to the number of sides of each polygon :



Bakkar Series

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BAKKAR

Skill part

**Bakkar Self - check 10****1 Complete the following :**

(a)  $12 \div 6 = \dots$

(b)  $10 \times 5 = \dots$

(c)  $36 \div 4 = \dots$

(d)  $24 \div 3 = \dots$

(e)  $7 \times 8 = \dots$

(f)  $7 \times 4 = \dots$

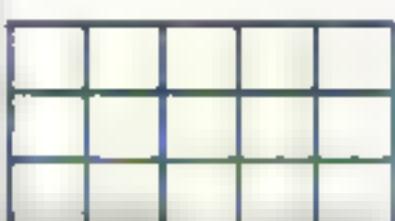
(g)  $\dots \div 1 = 12$

(h)  $22 \div 2 = \dots$

(i)  $\dots \times 0 = 0$

**2 Shade two rectangle with perimeter 8 units and with different area then find the area:**

The area = ...



The area = ...

**3 Choose the correct answer :**

(a) 99 thousands , nine hundred = ... ( 75100 , 7510 , 99900 )

(b) The greatest number formed from the digits 1 , 2 , 8 , 0 is ... ( 8210 , 2810 , 8210 )

(c) Number of days in 5 weeks = ... ( 5x5 , 5x7 , 6x7 )

(d)  $350 \times 100 = \dots$  ( 350 , 250 , 35000 )(e) The time shown in  is ... ( 1 : 00 , 2 : 10 , 1 : 40 )**4 Arrange the following :**

(a) 8157 , 9587 , 9751 , 9718 , 8000

Ascendingly :

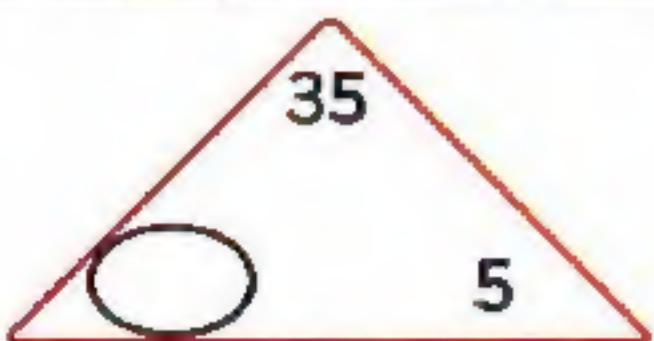
(b) 30005 , 50300 , 35000 , 50000 , 55555

Descendingly :

**Primary 3 - Term 1**

 Self - check

 Bakkar Self - check 11

**1** Complete the following :


$$\dots \times \dots = 35$$

$$\dots \times \dots = \dots$$

$$35 \div \dots = \dots$$

$$35 \div \dots = \dots$$

**2** Ziad wants to grow the cotton plant, and a single cotton plant needs a unit area . He wants to make the field of 5 rows , and in each row 4 units .

How many cotton plants can be grown in Ziad Garden ?

The solution :

**3** Choose the correct answer :

**a**  $120 \times 7 = \dots$  ( 480 , 840 , 804 )

**b** From the factors of 8 is 1 , 2 , and 8 ( 7 , 6 , 4 )

**c**  $66321 \square 663210$  ( > , = , < )

**d** Quarter of an hour = ..... minutes ( 15 , 30 , 60 )

**e**  $\rightarrow = \equiv$  ..... ( ≡ , ≈ , ≅ )

**4** Find the result :

**a**

5087
+ 6076
_____

**b**

14758
+ 15278
_____

**c**

5555
- 3333
_____

**d**

4203
- 1203
_____

Bakkar Series

221

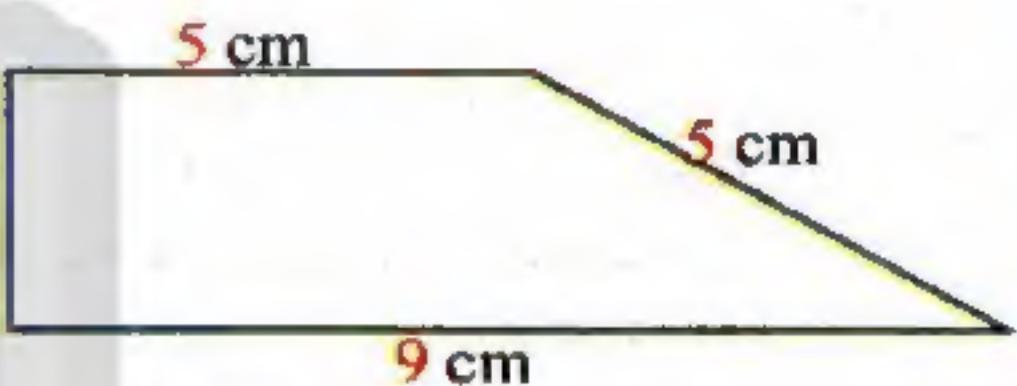
## Bakkar Self - check 12

1 Complete the following :

- |                     |                    |                         |
|---------------------|--------------------|-------------------------|
| (a) $0 \times 10 =$ | (b) $77 \div 7 =$  | (c) $1 \times 7 =$      |
| (d) $8 \times 3 =$  | (e) $6 + 6 =$      | (f) $18 - 2 =$          |
| (g) $\dots - 8 = 4$ | (h) $1 \times 7 =$ | (i) $15 \div \dots = 5$ |

2 Find perimeter of the figure :

The Perimeter = ..... cm



3 Choose the correct answer :

- (a)  $5 \text{ cm} =$  ..... mm      (5 , 50 , 500)
- (b) The place value of 5 in 86513 is ... (tens , hundred , thousand )
- (c) The capacity of a cup of milk can be equal .....  
( 200 liter , 200ml , 10 liter )

4 Complete the representation of the number of potatoes meal in the bags on the line plot representation chart with the sign X:



- Complete

The number of bags containing 43 potatoes

= .....

One meal = X



Primary 3 - Term 1

## Self - check

## Bakkar Self - check

13

## 1 Complete the following :

(a)  $24 - 2 = \dots$

(b)  $45 \div 5 = \dots$

(c)  $10 \times 3 = \dots$

(d)  $24 + 3 = \dots$

(e)  $18 + 6 = \dots$

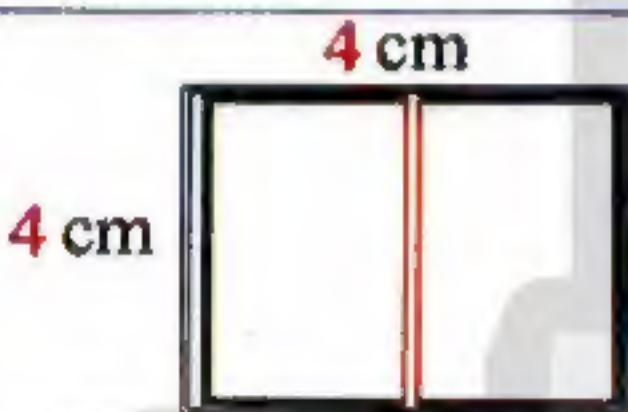
(f)  $16 \div 4 = \dots$

(g)  $24 \times 1 = \dots$

(h)  $0 \times 125 = \dots$

(i)  $10 - \dots = 2$

## 2 Find the area of the following :



The area =  $\dots$



The area =  $\dots$

## 3 Choose the correct answer :

- (a) The smallest number can be formed from 6,5,8,7 is  $\dots$   
     (8765 , 5678 , 8567 )
- (b)  $200 \text{ cm} = \dots \text{ m}$   
     (2 , 20 , 200 )
- (c) 51 thousand and one =  $\dots$  (5101 , 15001 , 51001 )
- (d)  $50 \times 70 = 5 \times 7 \times \dots$   
     (35 , 10 , 100 )

## 4 Write the time as shown:



..... : .....



..... : .....



..... : .....

**Bakkar Series**

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BAKKAR

## Skill part

## Bakkar Self - check

14

## 1 Find the result :

a)  $6005 + 3299 = \underline{\hspace{2cm}}$

b)  $3289 + 2787 = \underline{\hspace{2cm}}$

c)  $4321 - 3121 = \underline{\hspace{2cm}}$

d)  $9895 - 5775 = \underline{\hspace{2cm}}$

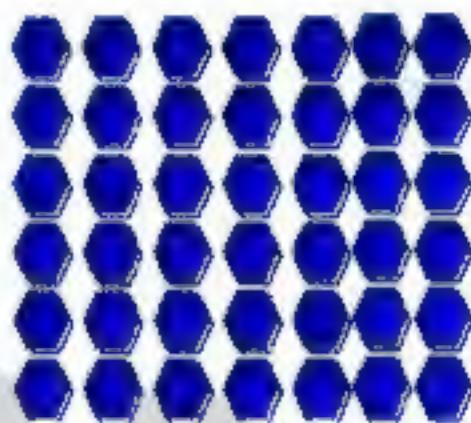
## 2 Complete the following :

$5 \times 6 = \dots$

$\dots \div 5 = 6$

$30 \div 6 = \dots$

$6 \times \dots = \dots$   
 $\dots \times \dots = 42$   
 $42 \div 6 = \dots$   
 $42 \div \dots = 6$



## 3 Choose the correct answer :

a) The place value of 3 in 3158 is ..... (ones, hundred, thousand)

b) Half of an hour = ..... minutes (5, 30, 15)

c)  $6 \times 13 = (6 \times 6) + (6 \times \dots)$  (9, 8, 7)

d)  $45 \div (3 \times 3) = \dots$  (9, 5, 7)

e)  $9 \quad \boxed{.....} \quad 28 \div 7$  (>, =, <)

## 4 Write the factors of the following numbers :

10



Factors of 10 :

12



Factors of 12 :

Primary 3 - Term 1

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